Personality

(i) Definition of Personality → (10)

(ii) Theories → A. a) Psychoanalytical Personality Theory — 20 PPT (Psychoanalytical Psycho Therapy)

b) NeoFreudian Approach

(i) Horney — 15
(ii) Sullivan — 10
(iii) Erikson — 20

c) Non Freudian – Adler — 20

d) PDPT — 10

B.

* Behaviouristic Approach — 10

* Social Cognitive — 20

a) Bandura — 20
b) Rotter — 15

* Behaviour Therapy — 10

* Cognitive " — 20

→ RET — 15
→ BCT — 15 (Beck's cognitive Therapy)
→ SIT — 10

C. Humanistic Approach — 15

* Rogers — 20

* Maslow — 10

* Humanistic Therapy — 15

* CCT → Client Centred Therapy — 20

* Yoga & Meditation — 10

D. Trait & Type Approach — 20

* Big 5 — 10

E. Indian Approach to Personality — 10

SHOUT
SHARE
IT

* Culture & Personality — 20
* Notion of self in different traditions — 15 } Developmental Psychology

* Measurement of Personality & Ch
  ↳ Challenges in MoP — 10

* Projective Tests — 15
* Self Report — 10

•Persona → mask worn by Greek & Roman Artists

→ Personality evaluated is character (in terms of right & wrong)

→ Individuality is that part of personality which consists of unique traits in the person which differentiates him or her from others.

→ Personality consists of individuality + common traits (can be compared)

(Allport)
→ Personality is the dynamic organisation within the individual of those psychophysical systems that determine his unique adjustment in his env.

→ Personality is the dynamic organisation within the individual of those psychophysical systems that determine his characteristic behaviour & thoughts.

→ organisation refers to patterning of independent parts of personality structures each of which have a special relation to whole. It points out to the fact that personality is not just sum of the traits one added to another but in fact is influenced by a central core called as the 'self concept'.

→ A Psychophysical system is composed of habits, sentiments, emotional states, attitudes & beliefs, all of which are psychological but have physical basis in the individual's neural, glandular or general bodily states.

- By the term psychophical, Allport tells us the personality is neither exclusively mental or physical but infact the result of interaction bet the two.

06-Feb-2019

*Is personality dynamic?

→ If the env. undergoes a change & person will not chang his adjustments for env. would suffer.

→ But if core traits of personality are changed → Identity crisis.

Personality → core traits
→ peripheral traits

* peripheral traits → food preferences

* core traits → Honesty, integrity

⇒ But core traits can be displayed by various type of behaviours

→ The behaviour can be chosen as per the requirement of the env.

* Personality is dynamic in nature because it enables the individual to adapt to the changing situation. It must however be said that the core dimensions of personality are relatively permanent whereas peripheral traits are subject to easy change. The core dimensions however admit a variety of behaviours which within them enables the individual to make adjustments with the requirements placed by the changing env.

* **Determine** – It emphasises motivation role of psychophysical system.

* **Characteristic** – It refers to uniqueness or distinctiveness in the individual's behaviour.

* **Behaviour & thought** :- Designed anything that the individual may do or what he does to influence his env.

* Behavioristic Approach → Skinner
Watson
Pavlov
Thorndike

→ Personality is a set of conditional responses

→ Environmental Determinism

→ Manipulable determinants of human behavior lie outside the human being in his env.

→ One who exercises control over the stimuli can shape the behavior of others.

→ Personality is the result of learning & what is learned can be unlearned & relearned.

→ Pavlov – classical conditioning → Experimental Neurosis (failure of discrimination)

* Personality develops because of:
(i) Conditioning → Reinforcement
(ii) Discrimination
(iii) Generalisation.

→ Watson – Little Albert exp. → phobias are acquired through conditioning & can spread via generalisation.

→ Mary Cover Jones → Little Peter exp. → Deconditioning can help to remove phobia.

→ Skinner → used the concept of Thorndike → Law of Effect

Law of effect
~~& Rew~~ Rewarded behaviors → repeated
Punished " → stopped

→ a) shaping
b) chaining

* Neo-behaviorists → mentalistic → role of expectation in developing personality (behaviours)
(Tolman)

* Limitations

(i) Personless view of personality :- A view of personality in which uniqueness of a person is not considered.

(ii) Limited ranges of behaviours accounted for. Many complex behaviours like Love, courage, etc. could not be explained.

(iii) Human beings' proactive nature was not considered, they were considered as reactive.

(iv) Genetic factors ignored

(v) Mentalistic concepts were not considered

* Behavior Therapy

↳ systematic application of learning principles to help the client replace their maladaptive behaviours with more adaptive ones.

→ Therapist plays a role of a trainer who manipulates environmental contingencies to bring about ~~de~~ behavior change in the desired direction.

→ Assumption is that clients can have little (or no) role in the therapeutic process. They like other animals can be put under conditioning process to bring about replacement of undesired responses with the more desired ones.

→ BT → Directive Therapy & Therapist Centric

* According to Behavior Therapist psychopathology is the result of:

(i) reinforcement present for the undesired responses.
(ii) exposure to undesired role models.
(iii) Arbitrary supply of reward & punishment.

* Treatment focuses upon

(i) Use of +ve reinforcement on the display of desired behaviour
(ii) Withdrawal of +ve reinf. on the display of undesired behaviour.

(iii) Administration of Punishment when maladaptive behavior is displayed.

(iv) Safe exposure to feared situation.

* Acc to Behaviour Therapists, successful Therapy requires:

(i) Client/patient to understand why reinf. is being provided & what is expected of him.

(ii) Reinforcement must immediately follow the response. The goal is not only to induce the desired behaviour but also to bring it in control of self ~~mo~~ monitoring individual.

- BT is symptomatic → no mentalistic concept, the symptom is the cause. If symptom is removed, treatment has been done. No underlying cause or factor.

- Does BT exclude insight from its treatment process?

Ans= BT is rooted in learning by operant conditioning. It believes humans to be passive & reactive. The idea of insight is ruled out.

However, neo behaviourists considered organismic factors.

Insight is related to unconscious, so BT do not consider it.

For Radical Behaviorists → no place for Insight.

* self monitoring → provide reinforcement yourself

* Techniques of Behaviour Therapy

*(i) Techniques based on Operant Conditioning

(ii) " " " Counter Conditioning

(iii) " " " Observation Learning

- **Operant conditioning** ——
  - (i) Response shaping
  - (ii) Time out
  - (iii) Token Economy
  - (iv) Punishment Extinction.

- **Counter Conditioning** ——
  - (i) Systematic desensitization
  - (ii) Implosion Therapy / Flooding
  - (iii) Aversive counter conditioning
  - (iv) Assertiveness Training

- **Observation Learning** —— (i) Modeling

* **Behavioral Analysis** → To know which technique to use.
↳ consists of describing in as quantitative, objective & explicit items as possible the maladaptive responses responsible for the patient's distress.

Once, behavioral Analysis is complete → Tentative Treatment Programme is drawn

*Treatment Programme consists of testing out the hypothesis by manipulating the critical environmental variables. (variables responsible for distress of the patient).

* **Operant Conditioning**

(i) **Response shaping** → a) successive approximation
→ b) Differential reinforcement (+ve reinf. given)

(ii) **Time out** → -ve punishment
(+ve reinf. is withdrawn following display of undesired behaviour)

(iii) Token economy → appropriate behaviour is rewarded in the form of tokens i.e. tangible reinforcer.

→ Token → incentive value loaded on it.

→ Based on the incentive value collected, choice activity is allowed.

+ves

a) Tokens are not subject to easy satiation (they will never be bored → various reinforcers can be had)

b) No. of tokens collected shows the degree of desired behavior display.

c) It can reduce the time gap bet. ~~rei~~ behaviour & reward.

(iv) Punishment extinction

↳ immediate

↳ strong

↳ individual should be told why the punishment was given.

* extinction → withdrawal of reinf.

• Counter Conditioning

$S — R_1$

$S — R_2$

R_2 antagonistic to R_1

(i) Aversive counter conditioning

↳ a new & antagonistic response to original ~~response~~ stimulus

↳ (Kantarovich developed this)

↳ eg. shock administered when alcohol was consumed by addicted people.

(ii) Assertiveness Training

↳ people either become aggrescive or submissive, middle path is taught in this training.

*Techniques of gamesmanship & lifesmanship is taught in theatre like setting (sheltered env.) (stage)

↳ periodic reinf. is given

↳ After this, it is tried in real life setting. First under guidance of therapist & then on their own.

(iii) Systematic desensitization

↳ dev. by Wolpe

- It involves → a) Deconditioning
  - b) Counter conditioning
  - c) Graded Exposure

- Desensitization → After the therapy, you do not fear the situation you earlier feared.

- Systematic → graded method
  - ↳ least feared situation to most feared situation (step by step)

* Effective in treatment of phobias.

7-Feb-2019

→ Graded exposure

→ Invitro & Invivo

→ Wolpe

→ Jacobson

→ Deconditioning

→ Counter conditioning

→ Reciprocal inhibition

→ Treatment of phobias & other anxiety disorders

→ a) Training in Relaxation

b) Anxiety Hierarchy

c) Desensitization process (20-30 min 2/3 times a week)

→ Problems/limitation

Opposite is Implosion therapy (In vitro) & Flooding (Invivo)

Invitro :- in imagination

Invivo:- real life setting

- Wolpe → gave the therapy
- Jacobson

↳ strong -ve emotions & states eg. fear & anxiety can be removed by showing opp. +ve emotions eg. smile
↓
Reduces anxiety
(This is Reciprocal Inhibition)

* Training in Relaxation (In vivo)

- (Reclining position → lying flat can create anxiety in patient)
- Some ~~traino~~ training like muscle contraction & relaxation given eg. yoga
- Experiences asked from highest level of anxiety to lowest.
- Neutral scene is presented → once relaxed in this.
(It is made sure that the patient does not indulge in avoidance)
↓
least anxiety producing scene is asked to imagine it → Therapist does it again & again and if anxiety becomes too much, asks to use Relaxation techniques

- These steps are repeated for scenes with higher anxiety levels → till anxiety is removed for all scenes.

⇒ Limitation

(i) Misleading anxiety hierarchy
(ii) Relaxation techniques if not mastered → can leave the patient with fear paralysis.
(iii) Physical & mental avoidance should not be present in the patient.

* This technique can be self-administered today

* Marathon technique → 7 to 8 hours
(can be completed in 4-5 weeks)

If imagination does not work
* In vivo → Therapist goes with the patient in real life setting.

(iv) Implosion Therapy / Flooding

In Implosion Therapy → patient directly exposed to the highest anxiety & fear provoking situation & is made to stay in that situation till the patient realises that his fears are unfounded.

* Patient → not to indulge in any mental & physical avoidance.

* Therapist have to make sure that the patients remain in the scene and are able to use relaxation technique.

Finding $1/3$ patients → benefit

$1/3$ " → no change

$1/3$ " → condition worsens.

- In vivo → Flooding (actual exposure)
- Imagination → Implosion.

* Desensitization → Step by step; from scenes of lower anxiety to highest level

* Implosion / Flooding → Directly to highest level anxiety scene

- Based on Observation Learning

* Modeling

↳ Bandura

↳ Model → display adaptive behavior

↳ observers → observe model display the behavior → themselves demonstrate the observed behavior

↳ Display all the behaviors (nothing to be added or subtracted) [More like imitation]

(i) Live Modeling :- in front of subject
(ii) Symbolic " :- film (subject can suspect some photographic trick)

(i) Live Modeling

↳ credibility → subject trusts the behavior more
↳ subject can meet the model

* Critical Evaluation of BT

+ves

(i) Time, cost & labour effective method
(ii) Wide spectrum of disorders can be treated with it
(iii) Can be administered by para professional (not expert centric)
(iv) Big heuristic impact
(v) It is based on a theory which has a strong empirical basis.

-ves

(i) Ignored mentalistic concepts.
(ii) It is Antihumanistic → it denies patient the freedom
(iii) It is superficial → it treats the symptoms & ignores the underlying causes.

- - - -

Q) Should Bandura come under BT?
Ans= There is no clear cut demarcation bet. BT & cognitive therapy. Confusion is there regarding this boundary.

- - - -

(iv) One of the imp. criticisms of behaviour therapy is that to what extent the particular procedures assumed under BT approach are actually firmly based on principles of learning. Should cognitive beh. modifications be considered in BT particularly in light of their rejection of mentalistic concepts.

- - - -

Therapist centric :- client will not have any say in the treatment (directive approach)

* In Indian context for promoting cleanliness → Behavior Therapy

* Biofeedback

↳ operant conditioning
↳ Biological signals are fed back
↳ First, relaxation techniques are taught to the client
↳ Then, he is given feedback about the physiological status of various organs. eg. heart, lungs

* Both biofeedback & meditation are techniques that will allow us to control our levels of arousal & increase awareness

Difference → Meditation → self control
Biofeedback → electronic devices

- Stressor → arousal → unmanageable → concentrated in the organ
↓
organ destroyed

* Meditation & Bio-feedback → allow the individual to reduce the stress on involuntary organs.

* Operant conditioning → I relax, heart beat comes down
↑
Reinf.

* It is the process of gaining greater awareness of many physiological functions primarily using the instrument that provides info on the activity of those same systems with the goal of being able to manipulate them at will.

Biofeedback Therapists help us to practice relaxation exercises which can fine tune to control diff. body functions. Biofeedback teaches the clients to change their physiological activity to improve their health & performance by displaying it to them.

* Social Cognitive Approach

↳ Bandura
↳ Rotter (first person to take this approach)

Reasons to take this app.

(i) Organismic variables were playing very imp. role in beh.

(ii) Human beings are social animals → considering them as individual units is not very correct.

(iii) Animal study cannot be generalised as human beings are different (more complex)

Rotter

↳ Acc. to him, personality represents the interaction of the individual with his or her env. Rotter places maximum emphasis on internal subjective experiences. Human beings must not be studied in social isolation as they are social creatures. Rotter's social learning theory is based on following assumptions:

(i) Human Personality develops as a result of learning.

(ii) People do not react equally to every element in their env. Their reaction is based on the meaning they attach to the concerned event.

(iii) Personality has basic unity

(iv) Motivation is goal directed

Rotter emphasised on cognitive events greater than Bandura. He believed that we perceive ourselves as conscious beings capable of influencing experiences that affect our lives. Our behavior is determined by external stimuli & reinforcement but the relative influence of these 2 factors is mediated by our cognitive processes. Rotter identified 4 principles that influence our behavioral outcome:

(i) Behavior Potential

↳ prob. that a particular type of beh. will be shown in a given situation.

↳ it is the likelihood of engaging in a particular beh. in a specific situation. In other words, what is the prob. that the individual will exhibit a particular behavior in a particular situation. In any given situation, individual can engage in multiple beh. For each beh. there is a potential & the indiv. will exhibit the beh. with highest potential.

(ii) Expectancy

↳ ~~What~~ Expectancy is the subjective prob. that a given beh. will lead to a particular outcome. High expectancy implies that the individual has trust & confidence that his beh. will result in desired outcome or reinf. and vice versa.

↳ based on past experience

↳ the outcome which has greater payoff

* The more frequently the beh. has led to reinf. in past, the higher is the expectancy that the beh. will achieve that desired outcome ~~Now~~ now.

(iii) Reinforcement Value

↳ It is another name for outcome of our beh. It refers to the desirability of these outcomes. Things we want to happen have high reinf. value. If the likelihood of receiving reinf. is the same, we will exhibit the behavior with greatest reinforcement value. The least amount of reinf. that still has a +ve value is known as the 'Minimal goal.'

If people achieve outcome that equals or exceeds minimal goal, they feel that they have succeeded.

(iv) Psychological situation

↳ It implies that each individual's experience of env. is unique. Diff. people interpret the same event differently. They will have diff. expectancies & reinf. values in the same situation.

& Personality dev.

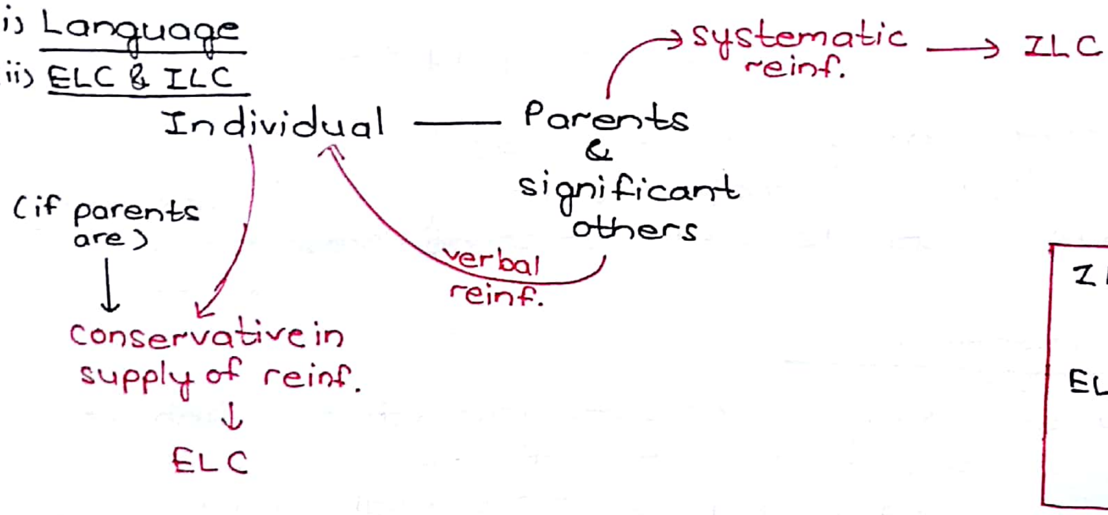
↳ Rotter believes that personality dev. depends largely on the range, diversity & quality of the individual's experiences with other people. Early in life, these imp. figures are usually our parents. The individual's early goals arise out of certain physiological needs that are then satisfied by the parents or their substitutes. As a result, their assessment & association need reduction, ~~The~~ their parents ~~a~~ become a reinforcing stimuli in their own right.

⇒ Need Reduction

8 - Feb - 2019

(i) Language

(ii) ELC & ILC


systematic reinf.
ILC
Individual
Parents & significant others
(if parents are)
verbal reinf.
Conservative in supply of reinf.
ELC

ILC :- Internal Locus of control

ELC :- External Locus of control

* ELC ⟶ avoid challenges

* ILC ⟶ approach challenges

* If (children) people do not get proper supply of reinf. → the develop ELC

* Acc. to Adler → Attention needs change with the order of birth.
→ first born child → max. attention need

* ELC is also present in army (as they have to look to their superiors for orders).

* First child is more defensive as they have ~~lost~~ felt the loss of their parent's love.

* Only child tends to become more self absorbent.

Acc. to Rotter, language acquisition plays a critical role in personality dev. Words serve as cues directing the behaviour of the people. Parents use verbal reinf. to shape the beh. of the their children. Thus development process involves acquisition & modification of expectancies & reinf. through contact with various socialization agents.

Rotter focused considerable research ~~ab~~ on how our beliefs about source of reinf. influence our actions. Some individuals believe that reinf. depend upon their own beh. → ILC people.

Others believe, it is the factors in the env. that leads to desired outcome → ELC people.

ELC people have little faith in their abilities & do little to make things happen. They are convinced about their powerlessness & helplessness. ILC people are mentally & physically healthier.

* For women empowerment, develop ~~Ek~~ ILC in women (presently ELC) at 3 levels → (i) individual
  (ii) society
  (iii) institution

* Locus of control (LoC) is acquired during childhood by our interaction with parents & significant others. Democratic parenting produces ILC & authoritarian produces ELC.

* Critical evaluation

(i) comprehensiveness

↳ The theory covers wide range of phenomena & has roots ~~bo~~ both in clinical & experimental settings.

(ii) Precision & testability

↳ concepts are well defined & hypotheses that are capable of being tested.

(iii) Empirical validity

↳ Em. support is very strong for ILC, ELC concepts but not for other theories.

(iv) Parsimony

↳ fairly parsimonious atleast in its attempt to account for performances of the individuals who differ in their LOC

(v) Heuristic value

I-E concept has stimulated research in many areas including theory, psychopathology, psychotherapy, etc.

(vi) Applied value

↳ It has a strong applied value used by clinical psychologists for the diagnosis of variety of disorders.

* Bandura

↳ Behavior is the result of complex interplay bet. internal processes & environmental influences.

↳ favors S–O–R approach as he believes cognitive processes operate bet. S & R.

↳ Cognitive processes determine which environmental events will be perceived & how they will be interpreted & acted upon.

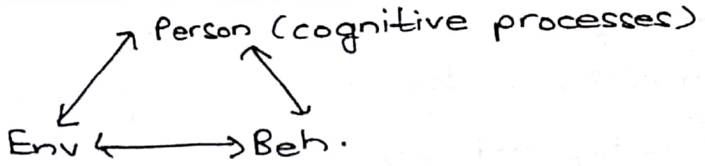
storing info (iconic, inactive, symbolic)

↳ We represent external events symbolically & later use verbal & imaginal representations to guide behavior.

↳ our behavior to large extent is the result of anticipated outcomes.

↳ we make decisions based on anticipation of outcomes.

↳ Bandura considers personality dev. to be based on triadic reciprocal determinism



→ whosoever controls models, controls behavior.

*We can acquire beh. through 3 types of reinf.

(i) Vicarious reinf. (main concept of Bandura)

(ii) Direct reinf. + cognitive mediation

(iii) Self produced reinf.

* Self Efficacy

→ conviction that one can produce beh. that can lead to certain outcomes.

*To develop efficacy

(i) Performance accomplishments → mastery experiences (success experiences)
↓
take up tasks in which you are likely to be successful.

(ii) Verbal Persuasion

↳ encouragement by parents & significant others.

(iii) Vicarious experiences

↳ meet people who have faced failures like you (or have succeeded ~~with~~ in the same situation)

(iv) Emotional arousal

↳ level of arousal should be moderate → greater confidence.

* Perf. of sportsperson → 1) LoC (Internal)
→ 2) Efficacy Expectation → High
(Same for Teachers) & Entrepreneurs
→ Democratic socialization increase it

4 points for Paper II

*

⇒ Socialization → 3) appraisal & 4) attribution
↳ how we appraise the situation
(what we consider to be motive of others)

⇒ Democratic Parenting
⇓
* More exposure to risk & decision making earlier in life
⇓
ILC & high efficacy expectation

⇒ (Rosenthal's Exp)

*→ Terrorist Brainwashing → wrong appraisal & attribution
→ Population Explosion

* Critical Evaluation

(i) Applied Value

↳ very high in the area of psychopathology.

(ii) Empirical value

↳ High

↳ studies on observation learning have been done and the findings obtained by Bandura stand supported.

(iii) Heuristic value

↳ very high

↳ considerable impact on the work of psychologists in clinical psychology, health psychology & vocational counselling

(iv) Precision & Testability

↳ Bandura was able to incorporate cog. variables into experimental tests of his theory & to demonstrate precision & accuracy of his theory.

(v) Parsimony

↳ It is a parsimonious theory, based on few assumptions but he has made them broadly stated & designed to encourage.

(vi) comprehensiveness

↳ In comparision to Freud, it is somewhat limited in the diversity of phenomena it covers but still, it must be said that Bandura has provided thorough analysis of social, cog. variables responsible for acquisition, maintenance & modification of beh.

* Cognitive Therapy

[most commonly used in US → CBT]

↳ also called Cognitive Behavior Therapy as its genesis is in behaviorism.

Neo-behaviorism
S — O — R

cognitivism
S — ◯ — R

- Homme → concept of coverant behaviorism
- Dollard & Miller
  ↳ possible to modify thoughts using learning principles

Homme
- coverant → operants of mind
- possible to apply conditioning principles to covert events (thoughts, cognitions, beliefs, etc)

* CT → does not have compact body of principles (not based on)
(because it is the result of contributions of many psychologists).

→ wide spectrum of cognitive therapies present.

→ one common principle in all CT
↳ "Maladaptive behavior is the result of maladaptive cognitions & therefore if we can replace them with more adaptive ones, behavior would change.

* Common attributes of CT

(i) A collaborative relationship bet. therapist & client.

(ii) Psychological distress is the result of maladaptive cognitions.

(iii) Focus on changing maladaptive cognitions to the more adaptive ones. When this happens → desired change in thought & affect.

(iv) There is time limited & educational treatment focusing on specific problem (structured approach)

* General Approach

(i) Create a safe therapeutic env. in which ~~the~~ client feels secure to lower his defences & explore his innermost thoughts & feelings.

(ii) Providing the client the much needed opportunity to learn new ways of perceiving himself, the world around him & learn new ways of coping → client comes to realise how his previous ways of info. processing were responsible for his distress or problem.

(iii) Creating avenues to enable the client to transfer what he has acquired in safe therapeutic settings to real world settings.

(iv) Changing the conditions in client's env. that are reinforcing his maladaptive beh.

(v) The aim of the therapy is to enable the client to successfully develop:

a) More satisfactory pattern of values.

b) More realistic frame of reference.

c) More effective coping strategies to meet the adjustive demands placed by his env.

9- Feb-2019

Rational Emotive Therapy

↳ by Albert Ellis

↳ renamed to Rational Emotive Behavior Therapy

influenced by:

⇒(i) "Tyranny of shoulds" given by Karen Horney
  ↳ "should pressure" →'you should do this' (not influenced by what others are saying)

(ii) 'Lifestyle' by Adler
  ↳ our life goals are influenced by our basic ~~believes~~ beliefs about ourselves.

Acc. to Ellis → -ve self-talk is the major cause of ~~self~~ distress

• Socialization → perfectionist values → not realised
↓
failure
↓
self-defeating cognition

• **Irrational cognitions**
→ Desire ~~Desrse~~ for approval from all significant people.
→ Belief that one should never fail
→ Belief that there is only one perfect way of doing a thing.
→ life challenges must be avoided
→ Awfulizing (you feel horrible when things go wrong)
→ catastrophising ('Doomsday' Prophet) [-ve in every opportunity]
→ past events determine our ~~destiny~~ destinies. (Freudian ~~work~~ theory supported this)
→ Damning (Blaming others)

Therapy involves A → B → C ⟶ D ⟶ E

- A:- Activating agent → it will develop belief system (B)
- B :- Belief System
- C :- Consequences (emotional consequences of A & B)
- D :- Disputing irrational beliefs
- E :- Cognitive & Emotional effects of revised beliefs & values.

- Therapist's role is to dispute the client's belief system.
  ↳ acts as a teacher
  ↳ confrontationist
  ↳ combative in nature

- Discriminating & Debate
  ↳ Therapist will tell the client what kind of departure from logical model he represents & then confronts him.
  ↳ develop more logical thoughts

Methods used

(i) Disputation
(ii) Shame Attacking exercises (remove the shame which is unnecessary)
(iii) Change the language of the client
(to talk in a +ve way)
(iv) Humor → it will alleviate anxiety & bring new perspectives
(v) Role playing
(vi) Rational Emotive Imagery
(vii) Assertion Training

-ves

(i) Tough for those therapists who are not very combative
↳ Therapist should be good in debating & should also win at times.

(ii) Client will feel overpowered & dominated by therapist.

(iii) It is only useful for those people who have good verbal skills & can reason logically (can lower anxiety levels based on the +ve images asked by the therapist to imagine).

3 phases involved in the Therapy

(i) cognitive phase → accept -ve feeling
(ii) emotive phase → remove the -ve feeling
(iii) behavioral phase → demonstrate the +ve beh.

* Reattribution & Reappraisal are done in the therapy.
(faulty information processing)

* Beck's Cognitive Therapy

↳ people with emotional problems tend to commit characteristic 'logical errors' that lean them toward self deprecation.

↳ Maladaptive behavior results from → faulty thinking
→ making incorrect inferences
→ not able to distinguish bet. fantasy & reality.

* Logical Error

* This therapy is for depression

Depression is due to $\boxed{\text{cognitive triad}}$ -ve view → about oneself
→ world around oneself
→ future

⇓
due to faulty info processing
⇓
cognitive distortion

Reber's Law :- The more I know the thing, the more I realise how less I know.

---

* Prominent logical errors : cognitive distortion

(i) All or none approach / Thinking
(Take it or leave it)

(ii) Selective Abstraction
↳ Drawing conclusion on the basis of isolated detail (limited info)

(iii) Over generalization
↳ stereotypes
↳ Humans are cognitive misers, they overlook individual diff.

(iv) Mind Reading
↳ conclusions about what others are thinking

(v) catastrophizing
↳ see most -ve outcome

(vi) Magnification & Minimization
↳ you exaggerate a few things & miniaturise a few others.

(vii) Personalization
↳ 'Always happens with me'

(viii) Negative prediction
↳ 'a bad is going to happen'

(ix) Labelling & Mislabelling
↳ label as something else

Difference

- In Ellis' Therapy (RET) → Therapist was confrontationist & sometimes even overpowered the client.

- In Beck's Therapy (BCT)
  - → unconditional +ve regard to client
  - → effective listener
  - → collaborative (client & Therapist work together; not client centric) also
  - → Therapist is passive as compared to Ellis' therapy

* Both RET & BCT are examples of humanistic & behavioristic approach.

* In both there is a homework assignment → if done properly (+ve reinf.) (Behavioristic)

* Humanistic
  - → client takes part in the therapy (more in BCT)
  - → client takes clear stand on his values (RET)
  - → growth of the client is facilated in both
  - → +ve (unconditional) regard (in BCT)

* Techniques in BCT

(i) Collaborative Empiricism

↳ both the client & therapist jointly determine the goal of the treatment & how feedback will take place

(ii) Socratic dialogue → helps the therapist to clarify & define problems & also identify the client's thoughts

↳ Assess the meaning they give to the events.

- 'Socratic' → a kind of dialogue in which whatever is said or done by the therapist is seen as sacred by the client.

→ measure the consequences of maladaptive thoughts (through Socratic dialogue)

(iii) Guided Discovery

↳ Therapist guides the client to identify the errors in cognition.

↳ Construct new experiences through encouragement.

BCT
- Homework is assigned
- Reattribution
- Decatastrophizing

In BCT (can be used as general)

(i) Awareness → make aware about faulty cognitions

(ii) Recognition → make him recognize where cognitions turn faulty

(iii) Substitution → replace maladaptive with adaptive

(iv) Feedback → what kind of improvements have been achieved → +ve outcomes
(Therapist has to make him notice)

(ARSF)

* Self Instructional Training

↳ (Cognitive Behavior Modification / Self Inoculation Therapy)

↳ by Donald Michenbaum

* Inoculation (vaccination) → exposed to mild doses of stress on daily/weekly basis
↓
slowly you will develop a ~~stre~~ capability to overcome a high stress level situation.

→ This happens because person has already thought arguments to deal with stressful situation

(self instruction was also used in programmed learning)

→ He believed that we have dialogues with ourselves as we have with others.

→ Person instructs himself

→ Subjects are tought self instructional monologues

→ When successful in low stress situations ⟶ +ve reinf
↓
enables to deal with high stress situations

* Self instructional monologues are helpful in stress management.

→ Less popular than ~~BET~~ RET & BCT.

* Critical evaluation of CT

+ves

(i) Time, cost & labour effective

(ii) Wide spectrum of behaviors can be treated

(iii) It has given very reliable results in treatment of phobias, anxiety disorders, etc.

-ves

(i) It is less effective with children as well as adults who are not educated or have poor verbalisation.
(children → even attention span is less)

(ii) We do not know how the therapy works. It is quite possible that the change in cognitions that we find ~~that occurs~~ in CT is the result of behavior change rather than the other way round.
[As per CT → change in cognition should happen before change in beh.]

(role of cognitive homeworks → given to involve the client in the process)

- But cognitive homework can bring a change in beh. first & then change in cognition happens → This might also happen

(iii) There are times when changing ones thinking about the world may not be good enough to provide relief to the patient.

(iv) Sometimes dysfunctional thoughts persist despite the best efforts by the client to brand them as irrational.

11-Feb-2019

Psychoanalytical Approach to Personality

→ Psychodynamic → Neofreudians, Non Freudians, Freud

→ Psychoanalytic → Freud

→ Neoanalytic / Neofreudians → Horney / Sullivan ; Fromm

→ Egoanalysis → Anna Freud, Erikson

Non-Freuds → established their own school ; reject basic tenets of Freudian theory.

Freud was inspired by:

(i) Charles Darwin → Natural Selection

(ii) Cannon → Homeostasis

(iii) Hermann Von Helmholtz → Law of conservation of Energy

(iv) Jeremy Bentham → Hedonism (Physical pleasure)

Further, he was inspired by:

a) Charcot → Hypnotherapy

b) Brener → Talking Cure (cathartic release of pent up feelings & associations)

1) Theory of Instincts

2) Theory of Levels of Consciousness

3) Theory of Structure of Personality

4) Theory of Anxiety & Defence Mechanisms

5) Theory of Stages of Psychosexual development

* Principles

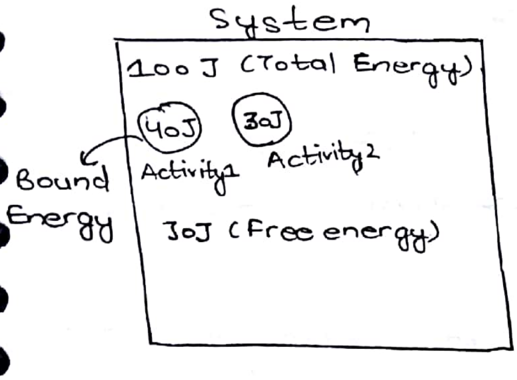
(i) Human Beings are closed energy system.

(ii) Human Behavior is driven by the motive of pleasure (Hedonism)

(iii) Unconscious is the reservoir of energy.

(iv) Psychic Determinism is underlying factor behind all activities (Unconscious controls the activities)

(v) Energy Imbalance motivated individual to act & once homeostasis is reached, system comes to a halt.



→ Id governed

Cathexes (Energy investment in diff. activities)

Ego Develops → Anti cathexes (ego driven)

Nirvana :- 100 % free Enegy

⇒ This energy investment is done by subconscious. (Unconscious investment → Psychic Determinism

Cathectic forces vs Anticathectic forces

⇒ Unconscious vs Conscious.

⇒ Cathectic forces → more powerful (lot of ego maturity is required to control ~~it~~ them)

* Cathectic forces act for a very long duration
↓
Fixation occurs
(very difficult to manage)

⇒ During childhood, max. things are unconscious driven.

* Fixation leads to lopsided personality (other things will lose their relevance)

*(i) Theory of Instincts

→ Instincts are the drives initiated by bodily needs that motivate people to seek gratification so that bodily processes can return to the prior state of equilibrium.

→ Instincts therefore are internal, appetative sources of behavior. (from appetite)

4 components of instincts

(i) * **Source** → in some bodily deficit
(ii) **Aim** → gratification of need
(iii) **Impetus** → that propels people to act
(iv) **Object** → through which instinct achieves its aim (max. gratification)

*All instincts can be divided into 2 kinds

(i) Life Instincts (Eros) → libido (force that drives)
(ii) Death " (Thanatos) → mortido

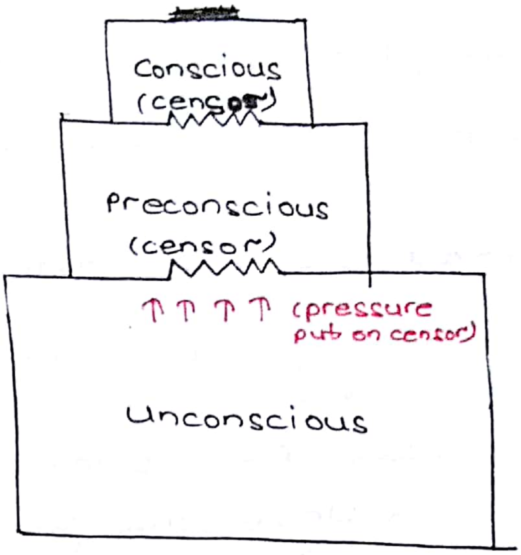
Life Instincts	Death Instincts
→ libido	→ mortido
→ urges that seek to preserve life	→ lead individual to end his life
→ creative pursuits	→ Goal of life is death (freud) & death instincts help us achieve this goal.
→ help us to delay the final goal of life	[Inorganic → permanent equilibrium]
→ procreation	→ Aggresive beh. (major derivative of death instinct. when turned (if too much) → Inside:- suicide outside:-homicide

* Instincts are an alloy (mixture) of both life and death instincts

* Adventures are creative manifestation of death instincts.

(ii) Theory of Levels of Consciousness

Levels of Consciousness



(Material or info. that can never be recovered in state of awareness
↳ not available to conscious mind
↳ only indirectly (through dreams, slip of pen/tongue) [Parapraxes]

- Preconscious to unconscious
  - (i) Repression → ~~[illegible]~~ on its own
  - (ii) Suppression → consciously done

* Freud considered dreams as the royal road to the unconscious mind.

* Sometimes, due to pressure from the urge → it passes through the censor

* Censor allows the urges (modified urge) to come out only if it feels that it will not embarass the individual.

⇒ Sometimes, due to too much pressure & fatigued censor
→ impulse comes out in original form. When censor realises it, it wakes up the individual. (Nightmare)

→ full of agressive & sexual urges (unconscious)

* Preconscious material
↳ it can be recovered / recalled into conscious mind after considerable effort.
↳ Mental events that are not conscious but can be brought into conscious if effort is done.

↳ 2 sources → (i) Material from unconscious mind
for pre-conscious
(ii) conscious perception

* Conscious

↳ For Freud, it has 'tip of the iceberg' status

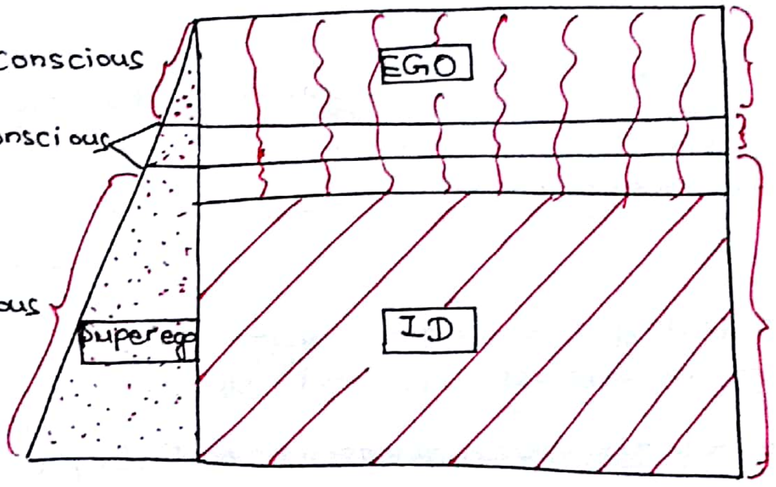
↳ It consists of material or the info. about which we are aware.

↳ It plays a very limited role in personality development.

Source of material → (i) Perceptual system which is in touch with external word.

(ii) From Preconscious
↳ (Unwelcome guests from subconscious)

(iii)
* Theory of structure of Personality



ID:- All unconscious

Ego:- Large part is conscious & some part is preconscious & some part is unconscious

Superego
↳ Largely unconscious, small portion is conscious & preconscious

* Morality can be very irrational at times → major part of superego is unconscious

* (Freud's theories are Id centric)

* **ID** → Pleasure principle
  - → It requires instant gratification
  - → no direct contact with reality
  - → amoral
  - → primitive & illogical
  - → unorganized
  - → reservoir of biological urges

- Survival of ID is dependent upon development of secondary processes → function through ego → bring in contact with reality (indirect)

* If mother is not available (primary process), thumb sucking behavior by a baby. (secondary process)

⇒ Over gratification & under gratification → both can lead to fixation

- Id comes from English word – 'It' ⇒ Not yet owned

* **Ego** → based on reality principle
  - → comes from the word 'I' → personal in nature
  - → interaction with all 3 levels of consciousness
  - → it tries to strike the balance bet.
    - (i) Id → Pleasure based demands
    - (ii) challenges posed by the reality
    - (iii) constraints imposed by superego
  - → Ego has no energy of its own → It uses the energy of Id ⇓ Extension of Id
  - → Aim :– To prevent threatening demands of Id from reaching consciousness
  - → logical & very well organized

→ Id is subservient to Id though it is most imp. } criticisms
→ An extension of Id but works in oppositionto it. }

⇒ Ego will reduce fixations

* Superego

↳ above 'I'

↳ moral province → based on morality principle

↳ 'Moral & Ethical province of personality'

↳ derived from ego as it is derived from Id (so basic source is Id)

↳ It has 2 components:

a) Conscience → don't do's

b) Egoideal → do's

a) conscience

↳ don't do's

↳ result of experiences of punishment
↳ preventive ethics

b) Egoideal

↳ result of experiences which were rewarded

↳ internalisation of societal ideals/values

↳ aspirational ethics

(iv) Theory of stages of Psychosexual Development

1) Oral

2) Anal

3) Phallic

4) Latency

5) Genital

In Personality Development

⇒ Freud's theory is epigenetic (stages unfold in a fixed order) which is predetermined & universal

⇒ First 5 years are crucial for personality development

↳ Abnormal beh. will occur ~~be acquired~~ if traumatic experiences are experienced during these 5 years.

↳ biological basis (Psychic det.)

↳ As these stages unfold, fixation occur

↳ If a person can go through these stages with min. or no fixations → healthy personality dev.

For each stage
↳ some specific Part of the body is the erogenous zone (that zone which when physically manipulated will give pleasure to the individual)

↳ Fixation occurs through over stimulation or under stimulation of the erogenous zone.

12-Feb-2019

1) Oral (0-1 years)

↳ Mouth is the erogenous zone

↳ Biting, sucking & chewing

↳ over & under stimulation of mouth → fixation → biting & critical personality

↳ Defence against the anxiety is manifested in the form of thumb sucking → an experience of autoeroticism.

↳ overeating (Thanatos)

↳ only 'Id' here

2) Anal (1 to 3 years)

↳ erogenous zone is anal cavity

↳ pleasure is obtained by retention & expulsion of faecis.

↳ toilet-training starts → first brush with authority

↳ Ego processes get differentiated

↳ Child starts to assert independence which is -ve independence → children reject whatever is offered by the parents. (unconsciously)

3) Phallic Stage (4th & 5th year)

- ↳ sexual tension is concentrated on genital areas
- ↳ Both sexes derive pleasure from the manipulation of genitals.
- ↳ Boys develop cathexes for their mother & vice versa

  [Oedipus Complex → Boys]
  [Electra " → Girls]

  (When Freud gave his theory, it was male centric)

- ↳ Castration Anxiety (if father gets to know, he will castrate him)

- ↳ Castration Anxiety is overcome through identification with his father

- ↳ (other defence mechanisms)
  repression & sublimation (transferring libido into socially useful activities)
  ↓
  (put in subconscious)

- ↳ He will use father as a model to differentiate right & wrong → There is a development of superego

- ↳ He will internalise, the characteristics & values of his father.

- ↳ if father is organised & stable → mature superego is developed

(Freud considered women to be inferior as they do not have the organ. Also, a girl hates her mother because she feels that it was the mother who removed the organ)

- ↳ marked by dichotomy between male and female development which is due to anatomical diff. bet. the sexes.
- ↳ Oedipus complex is largely controlled by repression. If not resolved → gender identity issues.
- ↳ If identification with father is not done properly, the son will have a problem in deciding how to behave in a particular situation.

4) Latency (6th year to the advent of puberty)

↳ sexuality is repressed

↳ Libido has sublimated & therefore it is reflected in socio-cultural accomplishments such as friendship, excellence in school, etc.

↳ focus on social behavior

5) Genital (after onset of puberty till adulthood)

↳ maturity of reproductive organ

↳ Both sexes are capable of procreation

↳ Heterosexual adjustments depend upon the amount of libidinal energy available.

↳ Acc. to freud, two most imp. areas where adjustments ~~need~~ have to be made are 'work' & 'love'

* If you have a traumatic childhood (first five years)

↳ Strong Fixations → Bound Energy (little free energy) available → Problem in work & love

* Theory of Anxiety & Defence Mechanisms

Anxiety → state of uneasiness caused by impending threat

→ unpleasant affective state accompanied with physical sensation that warns the person about impending danger

→ only ego can feel & produce the anxiety

* freud talked about 3 types of anxieties:

(i) Reality or objective anxiety

(ii) Moral Anxiety

(iii) Neurotic Anxiety

(i) Reality or objective anxiety

↳ unpleasant feeling about the known danger

↳ akin to fear

(ii) Moral anxiety

↳ when one's values are about to be compromised

↳ guilt that occurs when one plans & behaves in contradiction to one's values

↳ Superego's threat to Id

(iii) Neurotic anxiety

↳ Ego being overwhelmed by Id

↳ Acc. to freud, this is free floating in nature (cannot be tied or attached to any specific object eg. when a person feels sad for no reason)

↳ Freud believed that the most relevant is neurotic Anxiety (Id centric theory)

* Defence Mechanism

Ego feels the pressure exerted by Id → Neurotic Anxiety → Ego will use ego defence mechanisms to handle the anxiety.

Defence Mechanisms → (i) Repression (most imp.)

(ii) Displacement
(transfer the anxiety to another situation eg. Beating children due to office stress)

(iii) sublimation
(convert your libido to socially useful activities)

(iv) Rationalisation
↳ excuse giving
↳ grapes are sour

(v) Intellectualisation
↳ emotional insulation + rationalisation
eg. saying on death of a person that he lived a great life

(vi) Denial

- Every defence mechanism involves 'Reality Distortion'
  - less in (iv) & (v)
  - max. in (vi)

- - - - -

(vii) Projection

↳ blame others responsible

↳ Paranoia

(viii) Atonement

↳ undoing

(ix) Reaction Formation

↳ develop thoughts & feelings that are directly opposite to the repressed feeling.

eg. a prisoner develops love & regard for a guard whom he wanted to kill.

* Stages of Psychopathology

Presence of neurotic Anxiety → Ego found itself inadequate to handle it → use of DM → extended use of gross reality distortion

extended use of gross reality distortion → misfit in env

extended use of gross reality distortion → lot of Energy is needed by DM

* Psychopathology could have been prevented if ego maturity was there → no excessive use of DM

* Critical Evaluation of Freudian Theory

+ves

(i) One of the first to use energy concept in the theory of motivation & personality.

(ii) His concept of defence Mechanism has empirical validity

(iii) First to highlight presence of unconscious factor in personality dev.

(iv) very his heuristic appeal

(v) Comprehensiveness → wide spectrum of behaviors both normal & abnormal

-ves

(i) overemphasis on sexual & aggressive urges in order to account for behaviour.

(ii) Pessimistic view of human nature.

(iii) Id centric theory but the lynchpin is ego
↓
(iv) Ego derives its energy from Id & works in opposition to Id.

(iv) Many concepts are not subject to empirical verification

(v) Methodology used was case study method
↳ Qualitative nature of work, no quantitative aspect
↳ from data collected from abnormal people, theory was given for normal people.

(vi) Freud ignored: (i) Cultural determinants of behavior
(ii) consciousness was just given 'tip of the iceberg' status
(iii) Role played by future expectations & present life factor
(overemphasis on childhood experiences in shaping of the adult personality)

(vii) Theory is descriptive rather than being prescriptive

(viii) Male bias → phallocentric (ignored the female perspective)

(ix) It ignores the importance of 'free will' → psychic determinism

(x) The basis of personality growth is conflict. Ego will develop only if Id puts pressure on it → Thus without the pressure of id, ego will not develop.

→ Ego cannot initiate activity on its own
↳ People will not be able to work without deadline (no free will)

→ [This is reason as to why Freud is pessimistic]

13 - Feb - 2019

* Psychoanalytical PsychoTherapy (PPT)

For any therapy:

a) Prominent contributor
b) View of human nature
c) Reasons for psychopathology
d) Role of a therapist
e) Methods of intervention
f) Critical evaluation
g) central concept

For PPT

a) Sigmund Freud

b) Psychic Determinism →

view of human nature
Pessimistic as they are driven by sexual & aggressive urges
Also, action ~~comes~~ is rooted in conflict bet. Id & ego.

c) (i) strong Id impulses → fixations
(ii) weak ego control
(iii) Unrealistic restraints imposed by superego

g) Central concept → Insight into repressed impulses

- Insight should be of two types → (i) Intellectual
(ii) Emotional

- Insight can be developed only with the help of a therapist

d) Therapist is an investigator → He will uncover conflicts

• He will lead the patient beyond the boundaries of his awareness.

⇒ Issue :- Insight into what & whose (Patient's or the Therapist)

* Freudian therapy works well with mild mental disorders (persuasion possible) but not with strong mental disorders.

* Also, after Freud, ~~as~~ his followers were only half as successful in treating the patients using his methodology.

⇒ Also, most patients of Freud were YAVIS.

* e) Methods of intervention

- - - - -

Freud's patients ⟶ YAVIS (Young, Attractive, Veracious, Intelligent, Successful)

- - - - - -

Freud → Depression is a Defence Mechanism
Primary gain → justification
Secondary " → brings attention of others

Immature Ego → only defence oriented ⟶ Disorder
(not action oriented)

Insight → Bound energy is set free.

Techniques

(i) Free Association
(ii) Dream Interpretation
(iii) Analysis of resistances
(iv) Analysis of transferences

} ⇒ Insight working through Termination

⇒ Therapist will sit behind the patient → so that the patient is not shy ~~to~~ in telling his/her thoughts.

⇒ Therapist is like a blank slate → Neutral Therapist

(i)
* Free Association → therapist notes what the patient says & tries to connect the diff. things the patient said.

→ Therapist tries to remove the resistance of the patient in revealing the truth

(ii) Dream Interpretation

↳ 2 types of content → latent content
↳ manifest ''

* latent content → hidden impulses seeking expression

* manifest '' → what the person sees

* Latent to manifest → process of Dreamwork (A therapist has to reverse this process)

* Freud → Symbols used in dreams are universal (Hugely debated)

*As per Freud, dreams have 2 functions:
(i) Wish fulfillment
(ii) Guardian of sleep

(iii) * Analysis of resistances

unwillingness to reveal some detail → motivated forgetting

⇒ Unless the resistance is broken → repressed impulses will not come out.

⇒ Therapist has to remove this resistances

(iv) Analysis of transferences

↳ If the patient wanted a good father but did not ~~got~~ have one, the therapist acts as a good father.

↳ Freud said counter transference should not happen
  ↳ therapist should not see the patient as his son

Thus, acc. to Freud, every person who wants to become a therapist should undergo therapy first.

⇒ Working through → Insights development
(releasing the repressed impulses)
⇓
Normal patient clients.
therapist relationship developed!

* Critical Evaluation of PPT

(i) Almost all psychoanalytical theorist agree that the successful therapy depends upon the attainment of insight but the crucial question is → 'Insight into what?', In fact ~~dex~~ patients develop insights that their therapist espouse. This makes the central mechanisms of the therapy look lise insight but more a form of persuasion in which patients are won over by the therapist's belief system.

(ii) PPT works well with limited no. of disorders, particularly mild neurosis.

Neurosis	Psychosis
→ mild	→ Severe
→ primarily psychological reasons	→ primorily biological reasons
→ psychotherapy	→ chemotherapy
→ Insight	→ No Insight (no idea about the problem)

- Disorientation w.r.t. time, place & person → Psychosis

(iii) PPT is elitist by its nature & seems to exclude a large no. of patients because it is a long drawn process, only financially secure patients can afford it and because it is a verbal exercise & therefore can work only on patients who are educated & articulate.

(iv) The therapy gives over emphasis to the unconscious aspects of mind & discounts the role of conscious & cultural factors in the causation of abnormality as well as its treatment.

(v) The therapy is based on personality theory of freud in which many concepts are based on intuition & personal judgement (cannot be experimentally justified)

* Horney

→ sociocultural approach

→ converted Freuds instinctual focus into socio-cultural focus.

→ Theory represents reaction against Freud.

→ Motivating forces in personality dev. are:
  (i) Concern over security
  (ii) Interpersonal relations

* Central Concept → **Basic Anxiety**
  ↳ feeling the child has of being isolated in a potentially hostile world.

• Main reason for isolation → **Hypercompetitiveness**
  ↳ indiscriminate need to compete & win
  ↳ avoid losing at any cost

* Characteristics of hypercompetitive parents

(i) Lack of reliable warmth
(ii) Direct & Indirect domination
(iii) Discrimination & Injustice
(iv) Lack of respect for the child's needs

→ Such children will use neurotic strategies to cope against basic anxiety

→ These neurotic strategies are designed to provide safety & security
↳ They are diff. from other need in that they are:
a) rigid
b) compulsive
c) unconscious
d) Indiscriminate

* Horney identified 10 neurotic needs
eg.
(i) For power
(ii) To exploit others
(iii) Social recognition & prestige
(iv) Personal Admiration
(v) Affection & Approval
(vi) Partner to control their lives

These Neurotic Needs ⟶ 3 Neurotic Trends
a) Compliant Type
b) Aggressive Type
c) Detatched Type

a) Compliant Type → moving towards ; approval & affection
b) Aggressive " → moving against
c) Detached " → moving away

↳ self effacing
↳ Live upto expectations of others
↳ undervalue their talent

b) Aggressive Type

↳ neurotic need for power

↳ they want to prove that they are strongest & smartest

c) ~~Detatched~~ Detached Type

↳ indiscriminate need for self sufficiency (-ve drive)

↳ shroud themselves in secrecy

14-Feb-2019

Diff. bet neurotic & healthy person

- In Neurotic person → one type dominates → satisfaction of the other types will not be obtained.

- In the case of normal person, these 3 types are judiciously mixed.

- Horney's critique of freud
- Horney's view → Humanistic view of development

* Horney's critique of freud

She accepted ~~unconscious~~ (i) childhood experiences play an imp. role in character personality dev.

(ii) Unconscious processes " "

(iii) Defenses are the outgrowth of people's attempt to cope up with inner conflict.

(iv) These defenses need to be removed for effective functioning

She rejected the Freudian idea that sexual & aggressive urges play an imp. role in personality dev.

→ She changed Freudian instinctual focus into socio-cultural focus

→ Stages of Psychosexual dev. are invalid

→ Rejected the concept of libido (sex energy)

→ Rejected Oedipal conflict

→ Penis envy concept rejected

* Horney's humanistic view of development

- Pessimistic view of human nature rejected
- Unique social & cultural experiences of the children as crucial in determining their adult personality.
- If parents treat their children in harsh & arbitrary manner, it leads to neurosis.
- If parents are warm, supportive & considerate → children develop +ve mental health.

⇒ Everyone has unique set of potential that can flourish under wise parental guidance.

⇒ These intrinsic potentialities were called by Horney as the Real Self

- If this wise parental guidance is not available, it will lead to alienation & the dev. of idealised self
- Idealised self will create in the person, the tyranny of shoulds → will never be attained → further alienation
  ↓
  Neurosis

* Critical Evaluation of Horney

+ves

(i) Precursor in the growth of humanistic psychology

(ii) Tyranny of shoulds was utilised by Ellis to develop RET.

(iii) Her work has high heuristic value

(iv) She introduced the idea of the imp. of socio-cultural forces in the dev. of personality.

-ves

(i) Concepts are abstract & difficult to empirically validate

(ii) Theory has limited comprehensiveness.

(iii) Focused on abnormal individuals rather than normal individuals in Personality Dev. Theory formation.

Adler

→ Adler was the propounder of individual psychology.

→ Individual Psychology → tried to understand the beh. of each (individual) person as an organised entity

→ Our behavior is guided by our fundamental attitude towards life.

→ People have a purpose in life & the purpose is to attain perfection.

→ Teleological Approach (end based)

→ Striving is toward the attainment of the 'ideal' i.e. perfect behavior.

*** Diff. bet. Adler & Freud**

(i) Adler's view of human nature is optimistic.

(ii) Adler's theory has socio-cultural rather than biological orientation.

(iii) His theory is non-deterministic → people can shape their destinies.

(iv) Adler saw 'Unity in Personality'
(Freud's view was compartmentalized)

(v) Adler believed that future expectancies guide behavior though he did not deny the effect of childhood experiences.

(vi) His theory did not have any male bias. He believed that the inferiority in women is a myth floated by men so that they can continue their exploitation.

* Movement toward perfection is driven by the feeling of inferiority.

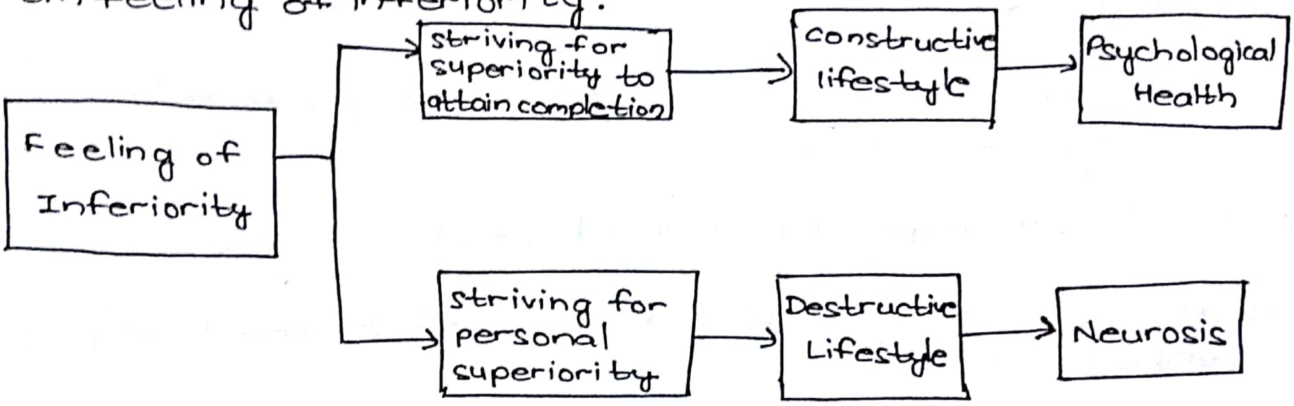
→ A struggle ~~from~~ of converting ourselves from minus to plus

→ Great upward drive

→ Fictional Finalism → we create ideas that will guide our behavior

→ These ideas are imagined goals that gives direction to our behavior

⇒ The ultimate goal is superiority & this striving comes from feeling of inferiority.


Feeling of Inferiority
striving for superiority to attain completion
constructive lifestyle
Psychological Health
striving for personal superiority
Destructive Lifestyle
Neurosis

- Lifestyle - habitual patterns of beh. are unique to each person.

- Lifestyle → provides a theme that unifies our life
  → consistency to the way we live
  → our interpretation of events

- Personal superiority → eg. seeing others who have failed along with you & ignoring your responsibility for failure → comparing yourself with other losers

* Wholistic Approach → biological factors also not discarded completely.

* Types of Lifestyle

(i) Getting Type

↳ without doing anything, they will try to get everything from others.

↳ Interest in social interest & activity level low

(ii) Avoiding Type

(iii) Ruling Type

(iv) Socially Useful Type

(ii) Avoiding Type

↳ moving away of Horney

↳ Low social interest & low activity level

↳ they avoid failure → avoid involvement with any activity

↳ high fear of rejection

(iii) Ruling type

↳ Exploitation & domination

↳ low social interest & high activity level

↳ energy is required to exploit

↳ highly competitive people

(iv) Socially useful Type

↳ High social interest & high activity level

↳ They help the society

* Adler described social interest as the individual's ability to emphathise with others.

* He believes that humans are born with social interest → Socialization makes it more or less

* Non-deterministic → we can change on our own without any external help.

* **Masculine Protest**

↳ effort to be a "real man" → superior
→ perfect

↳ To be a real man → hide feminine traits

↳ masculine protest → unattainable goals → increased inferiority
↓
pathology ← over compensation

⇒ compensation → efforts to reduce inferiority

↳ Direct → fail in an area & excel in it later

↳ indirect → fail in one area, excel in another

⇒ over compensation leads to pathology (not compensation)

* **Creative Selfhood**

↳ It goes against behavioristic principle of S–R Psychology

↳ People can create their own personalities by constructing them out of their experiences & heredities.

↳ people are responsible for their own destinies

↳ A person is both a picture as well as an artist → you can change your picture whenever you want to.

↳ Adler focused more on health rather than pathology (Freud was opposite)

↳ Acc. to him happy people are the one who have developed the 'Art of co-operation'

↳ with effort, one can modify his styles of life.

↳ It highlights individual's uniqueness

* Personality Development

(i) Communal Life
(ii) Love "
(iii) Work "
} 3 basic problems of life

(i) **Communal life** → contribution to the society for the well being of others

→ building harmonious, constructive & co-operative relationship with others.

(iii) **Work life** → if society has to progress, work is imp. for the individual

→ individual must learn things that will earn his livelihood

→ those who fail to realice the imp. of honest labour will become criminals.

(Acc. to Adler, Gamblers are the people who do not believe in their ability)

(ii) **Love life**

↳ co-operation & trust bet. the partners
↳ Treat others equally & with respect

⇒ If mother is insecure & unhappy → she will use child as an ~~[illegible]~~ instrumen to fulfill her unfulfill desires.
↓
This ~~is~~ creates resentment in the child

⇒ Such parents will never be able to form relationship with the child & children will feel inadequate.

* For father → He should contribute for the welfare of the family (financially)

* Birth Order

↳ parent child relationship is based on the chronological order.

(i) Ist Born
(ii) IInd Born
(iii) Last Born
(iv) Only Born

(i) Ist Born
- most responsible
- gets max. attention of parents
- max. fear of loss of love
- maturity beyond his years
- dethroned when second born comes

(ii) IInd Born

- benefits if the Ist Born is well prepared for his arrival
- competitive
- optimistic than Ist Born
- parents are experienced in child rearing
- relaxed as pressure is on the Ist Born to perform

(iii) Last Born

- pampered one
- lot of attention
- more dependence

(iv) Only Born

- self absorbed
- self sufficient

Critical Evaluation of Adler

+ves

(i) Grandfather of Humanistic Approach
(ii) optimistic
(iii) Creative selfhood
(iv) Tried to free Psychology from concept of Determinism
(v) Highlighted that ~~bird~~ birth order influences personality dev.
(vi) comprehensive & heuristic appeal

-ves

(i) On grounds of precision & testability → Weak (empirical evidence)
(ii) Rom.

Erikson

1) → Lifespan theory → throughout the life span

2) Optimistic model

3) Conflicts are psychosocial (not Psychosexual)

4) Did not deny biological factors but focus on socio-cultur factors

5) Ego → independent of Id
→ autonomous

Ego Analyst (Egocentric)

⇒ Accepted → unconscious
→ repression
→ childhood effect on personality dev.
→ At every stage of life there is a crisis

⇒ Like Freud, comprehensive & abstract theory

* Erikson's position represents a systematic extension & liberalisation of freud's view of the role of the ego in personality functioning. In contrast to the traditional view, Erikson proposed that ego often operates ~~indep~~ independently of 'Id' emotions & motivations.

In his view the portions of ego are neither defensive in nature nor they are concerned with controlling the biological urges. Instead ego functions help individuals to adapt constructively to the challenges presented by their surroundings. Ego Psychology emphasises the integration of biological & psycho social forces in the determination of personality functioning. It gives special attention to unique interpersonal, cultural & historical context within which people face common crisis of development. Each culture evolves unique ways of helping individuals resolve their crisis so that their egos can be strengthened. Erikson's psychology therefore ~~their~~ focuses on the emergence of a strong ego identity as the individual resolves the crisis inherent in the dev. process.

15 - Feb - 2019

(i) → Human dev. follows epigenetic principle which implies that development occurs in a series of stages universal to human kind. These stages unfold in a pre-determined sequence.

(ii) His focus is on +ve functioning of ego & ego development occurs throughout the lifespan.

(iii) Each developmental stage is marked by psychosocial crisis

Crises → Moments of decision bet. progression or regression.

(iv) Human orientation is towards +ve resolution of crises → so that people can march forward & establish strong ego identity.

(v) Whether crises are resolved satisfactorily or not depends upon the quality of the individual's psychosocial experiences

It also depends upon individual's emerging abilities & skills → The individual is able to harness the experiences he has, to use his skills effectively to solve his problems.

Erikson considered human beings as
→ Active
→ constructive
→ Growth oriented

→ Stages of development acc. to Erikson are interrelated & interdependent

→ +ve resolution of crisis in one stage increases the chances of successful resolution of the crisis in the subsequent stages as well.

→ that cases have resolved in one stage successfully does not imply that these crisis will never occur in future

→ In describing the Ego strength Erikson uses the term virtue which implies inherent strength or active quality.

Stage	Crises	Virtue
1) Oral sensory (0-1 yr)	Trust vs Mistrust	Hope
2) Muscular anal (2-3 yrs)	Autonomy vs Shame & Doubt	Will
3) Locomotor genital (4-5 yrs)	Initiative vs Guilt	Purpose
4) Latency (6-12 yrs)	Industry vs Inferiority	Competence
5) Adolescence (13-19 yrs)	Identity vs Role confusion	Fidelity
6) Young Adulthood (20-24 yrs)	Intimacy vs Isolation	Love
7) Middle Adulthood (25-64 yrs)	Generativity vs Stagnation	care
8) Late Adulthood (65- till death)	Ego Integrity vs Despair	Wisdom

⇒ Erikson believed that balance should be maintained in dealing with the crises → This forms balanced personality

I stage Oral Sensory (0-1yr)

- → Infant loves & lives through his mouth
- → Mother will minister to the needs of the infant.
- → Personality Dev. is upon the quality of mother care
- → If mother
  - → consistent
  - → dependable
  - → warm
  - → considerate
  - ⇒ Dev. of Trust
- If mother
  - → Aloof
  - → Indifferent
  - → Rejecting
  - → Unreliable
  - ⇒ Dev. of Mistrust
- → Personality of Mother will depend upon the attitude of the Society towards women in general & mother in particular.

If Trust > Mistrust ⇒ child develops Hope

- → Erikson says that if too much of trust develops a person will become gullible & will be exploited by the world in later life.

Muscular Anal

Stage II (2-3 yrs)

- → Muscles mature & children are able to exercise better control over them.
- → Toilet Training starts
- → conflict → holding vs releasing (hold on vs Let go)
- → If TT is democratic
  - ↳ parents guide their children properly
  - ↓
  - children will develop autonomy

→ Democratic parents will make children to take pride in their accomplishments.

→ If TT is harsh, permissive or demanding, it will lead to shame & doubt
↳ person will not be able to make effective judgements

→ If autonomy is greater than shame & doubt, virtue of will emerges → unbroken determination to exercise free will choice & as well as self restraint

Stage III → child is able to move around → child will have variety of experiences

Locomotive Genital

(4–5 yrs)

→ children are likely to become curious about their surrounding & their parents

→ Children make advances towards same gender parent → if reprimanded severely → guilt will develop

→ if reasons are explained properly by parents & parents are democratic & encouraging → initiative taking ability developed

Stage IV → Lull in sexual activity

Latency

(6–12 yrs)

→ child will turn from home to school life

→ In school, if teachers are benevolent & encouraging → child develops Industry

→ If teachers are discouraging, harsh, this will lead to inferiority.

→ Children with inferiority will fail to learn new things.

→ Children with industry → good in learning new things

→ attitude of parents towards the school → student to trust the prospective mentors.

→ If industry > inferiority → Competence

Stage V → Identity crisis

Adolescence (13-19 yrs)

→ children want to develop ~~of~~ a sense of self independent of their parents.

Depends upon
→ Whether parents are able to display beh. that promotes the self efficacy of learner or not (4 points given by Bandura can be written here)

→ Identity :- conscious sense of uniqueness
↳ It is derived from a variety of psychosocial experiences & these experiences are integrated by ego.

→ Identity accomplishment is a continuous process.

If parents beh. leads to
→ Role confusion → diff. in developing identity

→ If reward & punishment → systematic & ~~org~~ logical
↓
Less role confusion

→ If " arbitrary → more role confusion

⇒ One way to face role confusion is Totalism (dev. of absolute beliefs & value systems)

⇒ Role confusion → over identification with heroes (Terrorists are examples of role confusion)

⇒ After this, -ve identity → dev. those values & belief systems which society believes as undesirable.

- If correct sense of identity is developed → fidelity
  ↳ sustain loyalties freely pledged

* James Marcia → There can be 4 developments in identity crisis

(i) Identity foreclosure
(ii) " diffusion
(iii) " achievement
(iv) Moratorium

(i) Took your parent's identity
(ii) No commitment
(iii) Establish their own identity ~~irrespective~~ independent of their parent's identity
(iv) Period of no activity → trying to figure out ways to solve the problems that you are being confronted with

Stage VI → Entry into intimate relation

Young Adulthood (20-24 yrs)

→ Eager to strengthen their personal identity
→ Seek to commit themselves to partnership
→ Intimacy is the ability to seek close relationship with others
→ Intimacy is possible only when the partners have well developed identities.
→ In Isolation → individual becomes
a) self absorbed
b) reclusive
c) Deals with interpersonal relations at superficial level.

→ Erikson said that this intimacy can be with people of same gender

→ For love → mutuality bet. partners ~~among members~~
↳ shared identity

8stg

Stage VII

Middle Adulthood

(25 – 64 yrs)

→ productive
→ inventive
→ enterprising
→ productive & satisfying career
⇓
Generative people
↳ offer their services for the members of the next generation → care develops.

→ stagnation → lack of productivity
→ doing the same work again & again (monotony in job)
→ intellectual impoverishment
⇓
The will not be able to develop virtue of care

Stage VIII

Late Adulthood

(65 yrs – till death)

→ Intense reflection
→ Reconstrue the meaning of life
→ Great people will accept the inevitability of death
→ They are satisfied because the life they lived, it had a meaning & purpose → display ego integrity

→ Despair → life is too short, time is so less
→ there are so many things to be done

→ If more +ve moments → Ego integrity
" " -ve " → Despair

→ If Ego Integrity > Despair → Wisdom
⇓
Detatched concern for life in the face of death itself

* Critical evaluation of Erikson

+ves

(i) High comprehensiveness → It addresses to wide variet of phenomena both normal as well as abnormal.

(ii) Heuristic value → He has generated wide interest among the scholars.

(iii) Applied value → Tremendous practical impact

-ves (iv to vi)

(iv) Precision & Testability → Low

(v) The theory is populated with abstract concepts. Identity concept is nebulous (cloudy)

(vi) Parsimony → explanatory base is limited as most phenomena are explained in the terms of identit formation

(vii) Empirical validity → The first 4 stages of Erikson has not been put to rigorous testing as they are quite similar to Freudian stages of dev. The last 4 stages, however have been put into empirical research & have produced the findings that are consistent with Erikson's theory. There is however a need to test Erikson's theorising about the inter-relatedness of the stages & their mutual influence.

* Sullivan

Acc. to Sullivan, personality is a hypothetical entity that cannot be isolated from interpersonal situation & interpersonal beh. is all that can be observed as personality. Individual cannot exist independent of interpersonal situation & throughout the life, individual remains the member of a social field. Interpersonal situations can alter both physiological & psychological functioning. Personality can be defined as relatively enduring pattern ~~of~~ of recurrent ~~patterns of~~ interpersonal situations which characterise the individuals life. Unit of study therefore, should be interpersonal situation & not the individual.

18-Feb-2019

(i) Tension
- → Need
- → Anxiety

(ii) Energy transformations Dynamisms

(iii) Personification
- → Good Me
- → Bad Me
- → Not Me

(iv) Levels of cognition → Prototaxic / Parataxic / Syntaxic

(v) Stages of development

a) People develop personality in social context

b) Without others human beings we cannot have personality

c) Personality development depends upon our ability to develop intimacy with other person.

* Personality is an energy system → Tension & Energy Transformation

* Tension → potentiality for action

* Energy Transformations → Action themselves

* Dynamisms → Unique energy transformations
(analogous to trait, habit)

- Dynamisms
  - → covert
  - → overt

* Tension
  - → Need
    - → General (overall)
    - → zonal (specific)

- Biological imbalance bet. the person & env. will produce need
- Most imp. need → Tenderness (biggest reason for anxiety is loneliness)
- Need is conjunctive (keep the system together / functioning properly)
&
Anxiety is disjunctive (it destroys the system)

* Anxiety is diffused, vague, disjunctive & there are no consistent actions which can provide person, the relief.

* Dynamism to control anxiety → 1. Self system
(conjunctive)

Other Dynamism (not to control anxiety)
2. Lust
(Isolating)
3. Intimacy
(conjunctive)
4. Malevolence
(Disjunctive)
→ Evil actions

* Self System will work by creating some images.

* Personification

↳ people acquire certain images of oneself throughout the development stages.

↳ These are subjective perceptions

3 types of images:

(i) Good Me → Good qualities or memories

(ii) Bad Me → Bad qualities or memories but low level of anxiety

(iii) Not Me → Avoid making reference to it, very anxiety proviking, you remove them from the system

⇒ As you progress along stages of development → interaction with the world increases.

⇒ Good personality → high good me, less bad me & not me absent.

Total 7 stages ⇒ from childhood to maturity

* Levels of cognition

↳ prototaxic
↳ parataxic
↳ syntaxic

'taxic' → communication (here)

- Prototaxic (unconscious)

(Sullivan accepted unconscious but rejected libido)

→ Those symbols present in unconscious but we cannot understand what it is → undifferentiated (eg. memories from infancy)

- Parataxic

↳ Those symbols which have meaning for you but not for others /world.
eg. superstition

- Syntaxic
  - ↳ normal language
  - ↳ have meaning for you as well as others
  - ↳ Most people operate at syntaxic level

Q) Why it is so tough to express emotions in words ?

* Emotions will cause high arousal → expressing through words will take time & hence postures, gestures, tone are used (non-verbal)

- Also, emotions are personal thing, so people will not have vocabulary required for it.

* Critical evaluation of Sullivan

(i) His theory has not been able to generate much research. It is not popular among researchers particularly because of the lack of organisation in his writings.

(ii) Sullivan's notions of the imp. of interpersonal relations & psychological health has received only moderate support from other researchers.

(iii) His theory is not parsimonious. Awkwardness in his writing has added needless bulk to his theory that if streamlined would be far more useful.

(iv) It is low on usefulness as a guide to parents & teachers. Only when one accepts his ideas without supporting evidence, many practical problems can be managed.

* Psychodynamic PsychoTherapy

Main principle is Freudian Approach (with some diff.)

- → Erikson
- → Sullivan
- → Anna Freud
- → Adler
- → Horney

⇒ Therapeutic Neutrality but free association is considered as time wasting.

⇒ Effort is to make it T, C, L Effective

⇒ Focus is also on Ego Analysis (complete focus on unconscious is not there)

⇒ The only diff. is that it has been converted to less time taking process (principally Freudian Approach) & approach is structured unlike Freud.

Humanistic Approach

(Precursors of ~~Carl Rogers~~ Humanistic app.)

- → Adler
- → James
- → Horney
- → Kant (distinction bet. noumena & phenomena)
- → Husser (Phenomenology)
- → Erikson

⇒ They borrowed 'Wholism' from Gestalt Psychology

- - - - -

Social constructionism in Therapy → Every person has his own construction of the world

↓

Therapist has to understand the construct of the patient.

* **Bugental** (President of American Association for Humanistic Psychology)

Tenets

(i) Choice

(Man has a choice)

(ii) Man is proactive in nature

(iii) " " Intentional

(iv) " " Aware

(v) " " Unique

(vi) Man has molar approach to things

Humanistic	Behavioristic
→ Proactive	→ Reactive
→ Molar	→ Molecular
→ Free Will	→ Env. determinism
→ Limited utility	→ Extensive utility
→ optimistic	→ Passivistic
→ Subjective	→ Objective
→ Facilitator	→ Trainer (Therapist)
→ Idiographic	→ Nomothetic
→ Insight based	→ No relevance of insight
→ Non-directive Therapist role	→ Directive
→ Qualitative	→ Quantitative
→ Less T, C, L Effective	→ More T, C, L effective

* Freud & Rogers (Humanistic App.)

Both

→ Insight based & qualitative

→ For Freud → Unconscious

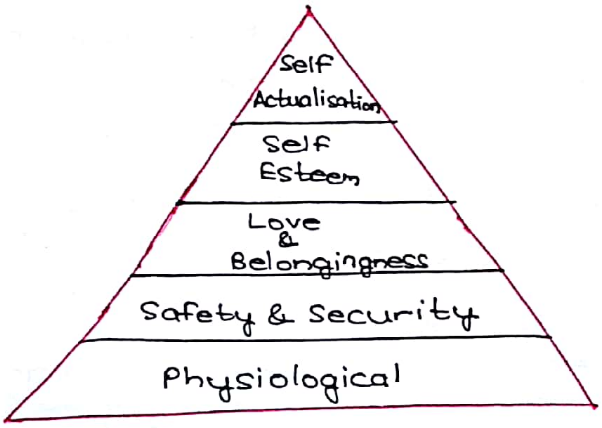
Humanist → Restricted awareness

} Reasons for problems

Humanism	Psychoanalysm
→ Optimistic	→ Pessimistic
→ Awareness	→ Unconscious
→ Free will	→ Psychic determinism
→ Facilitator	→ Investigator (Therapist)
→ Non directive	→ Directive

Maslow

- Described personality from the side of motivation
- Unless lower order needs are satisfied, higher order needs will not emerge & once they are satisfied, they are no longer motivating.


Self Actualisation
Self Esteem
Love & Belongingness
Safety & Security
Physiological

- Self Actuation → trying to become what you are capable of becoming
  (Maslow calls it meta need)
- Bottom 4 → Basic needs
  (deficiency needs)
- If meta-need is not fulfilled → Less self fulfillment
  " Basic need " " " → Neurosis
  (Psychological disorder)

- ⇒ No hierarchy in meta needs unlike basic needs.

- Characteristics of self Actualised People

(i) Objective perception of reality
(ii) Full acceptance of one's nature
(iii) Democratic character structure
(iv) Attitude of creativeness
(v) Committment & dedication to work they undertak
(vi) Empathy & affection for humanity
(vii) Simplicity & naturalness of behavior
(viii) Need for autonomy, privacy
(ix) Intense, mystical and peak experiences

Carl Rogers

(i) Valuing process in a infants
(ii) " " " adults
(iii) True & social self
(iv) Fully functioning person

* Phenomenological approach
↳ subjective perception
→ "Inner Being"
→ Successful people trust their 'inner being'

(i) Infants
⇒ Organismic Valuing ~~Process~~ Process (OVP)
↳ we will be directed by inner processes → which will always result in movement in righ direction.

⇒ System will never lead us into wrong direction.

→ In infants, frame of reference is independent of the evaluation of others.

⇒ All those things that take towards basic actualizing tendency → you will gravitate towards them.

⇒ And those which inhibit basic actualizing tendency
↳ you will go away from them

eg. when given a choice, infants chose a balanced diet.

⇒ If they trust their being → they will not be misdirected.

(ii) Adults

⇒ This does not happens in adults → due to socialization

Society gives some things more value & some things less
↳ This reduces creativity → we go for external frame of reference

⇒ To grow constructively → you have to trust the wisdom of your body

* Aim is to become → fully functioning persons
(by trusting wisdom of your body)

* FFP → utilise every moment of their life constructively

characteristics of FFP

(i) Open to experience
↳ (non-defensive)
↳ not addicted to any experience

(ii) Characterised by existential living
↳ (being in the world)

(iii) They trust their organism
↳ inner self

(iv) They are creative people

(v) They live a richer life than most people

* Emerging Person (replaced FFP concept)

(i) Honest & open

(ii) indifferent to material comforts

(iii) Caring people

(iv) They have dislike for technology that uses science to exploit people & harm nature.

(v) They trust their own experience

(vi) They are always in process (work in progress)

* True self & social self

* social self is determined by inputs provided by society

- Compromise with True self (for +ve regard) → Psychological Incongruence → Dissatisfied

* This compromise is done because of a need for +ve regard (this can be met when * you fulfill aspirations of Significant others around you)

* True self → organismic valuing processes

19-Feb-2019

Critical ~~evider~~ evaluation of Rogers

+ve

(i) Optimistic model of man

(ii) Humanistic approach contributed to HRD & HRM

(iii) Free will

(iv) FFP & Self actualisation (it is a term given by Goldstein; Both Maslow & Rogers used it)

(v) Tremendous heuristic value

-ves

(i) Empirical validity → Indirect (Qualitative)

(ii) Concepts → nebulous
↳ low testability & precision

(iii) Overoptimism regarding +ve nature of man

(iv) His patients were also YAVIS

Self Actualisation Concept

Maslow	Rogers
1) → Weak Motive → Limited no. of people (those who have crossed self-esteem)	1) → Innate tendency (kind of an instinct present in man) ↳ Strong motive (instinct is strong) ↳ All people will have the tendency → FFP (people who have achieved SA)
2) Achieve Esteen needs before SA	2) Conditions of worth (they prevented individual's march towards SA)
3) Based on Maslow's personal thought & intuitive experiences (not very empirically grounded)	3) Empirical grounding ↳ Based on the research done on patients in therapeutic settings
4) Maslow highlighted the characteristics of Self Actualized people	4) Rogers focused not only on characteristics but also ways to achieve SA, therapy & barriers to SA

Humanistic Therapy

→ CCT (client centred Therapy)

→ uniqueness of the individual → phenomenological approach

→ Reason for troubles → Incongruent self (due to faulty socialisation)

→ Human beings are capable of self direction which paves way for their growth.

→ Therapist → facilitator (create psychological climate for growth)

→ Non directive

⇒ CCT developed by Rogers is one of the major therapies

CCT

→ Each client is a best expert on himself and therefore can resolve his problems on his own.

→ **Therapist will act as a facilitator**

↳ create a psychological climate in which person feels truly valued as an individual as well as feels safe & secure to lower his defences & explore his innermost thoughts & values.

↓

Once this is done, the client will develop insight into his self defeating cognitions on his own

- Real self → current state

↕ incongruence

- Ideal self → desired state

⇒ If in denial of the incongruence → trouble

⇒ Acceptance of the incongruence is hindered because of conditions of worth (Imp. evaluations come from outside)

⇒ Ideal self is based on the requirements of the society.

* Conditions of worth → Denial Mode → Reality Distortion
↓
Abnormality

To prevent dev. of conditions of worth

(i) Unconditional +ve regard
(ii) Non judgemental acceptance
(iii) Empathetic understanding

Dev. of conditions of worth is due to need of +ve regard.

• Treatment

6 conditions are necessary:

(i) Psychological Contact

Two persons → i) Therapist
→ ii) Patient

↳ facial expressions and tone are important

(ii) Client is in the state of incongruence
a) Vulnerable
b) Anxious

(iii) Therapist is in a state of congruence
↳ Integrated in relationship

(iv) Therapist experiences unconditional +ve regard for the client ~~& demonstrate it to~~

(v) Therapist experiences empathetic understanding with the client.

(vi) Therapist demonstrates them successfully to the client.

Methodology used

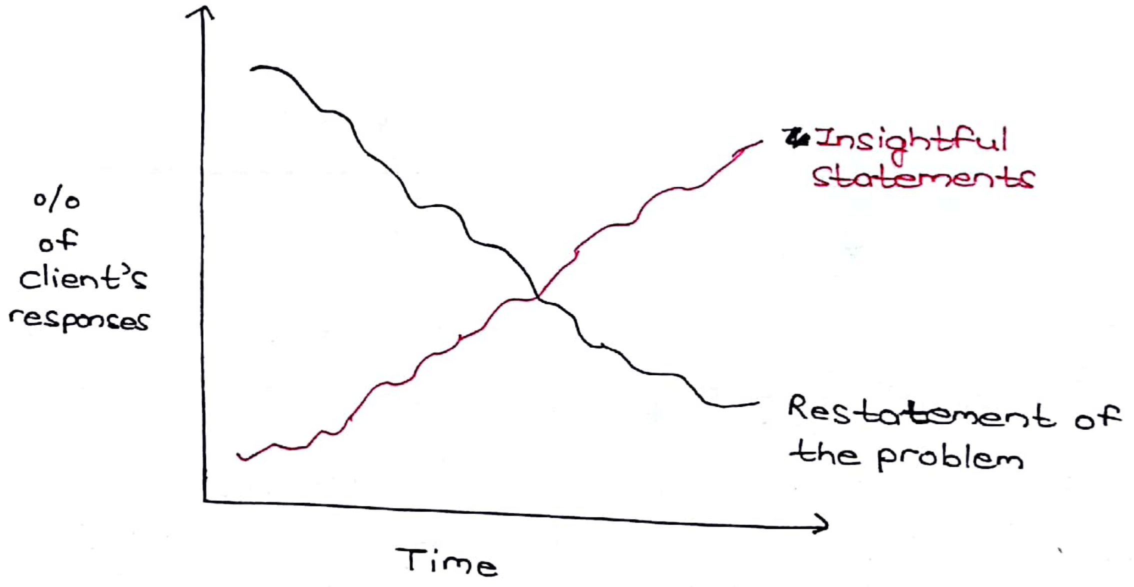
- Non Directive Interview → Client Centred Interview
  ↳ (i) Open ended statements
  (ii) Paraphrasing
  (iii) Reflection & (iv) Interpretation

⇒ Warmth & positive regard is provided

(i) Open ended statements → ~~pr~~ to start the conversatio

⇒ Therapist will never lead the patient beyond the boundari of his awareness.

⇒ Finally → Insight is developed
(Here patients develop it on their own)
{ In freudian approach, insight is developed on the basis of the understanding of the therapist }



Changes during CCT

* Disadvantage here is that client might feel that nothing is being done by the patient. The client feels that this he could have done himself

Critical Evaluation

+ves

(i) Client centred

(ii) Optimistic model of man

(iii) Unconditional +ve regard & empathetic understanding
↳ any person can become therapist.

-ves

(i) Useful in only mild emotional disorders

(ii) Idea that doctor knows the best is missing

(iii) Professional expertise that client is looking for is not provided → clients find it strange, he was looking for the therapist's suggestions.

(iv) It is contingent on the rapport building by the therapist, otherwise the therapy cannot progress.

Trait & Type Approach

Type
→ class of individuals who are said to share collection of common characteristics.

First typologist → Hippocrates
↳ bodily fluids
(i) Sanguine → Cheerful
(ii) Choleric → hot tempered & are easily aroused
(iii) Phlegmatic → calm & composed, unexcitable (+ve)
(iv) Melancholic → sadness, dismay dominates them (Pessimistic)

- Kretchmer

(i) Asthenic
↳ lean, thin, fragile body
↳ prone to schizophrenia

(ii) Athletic
↳ muscular body
↳ prone to sanity

(iii) Pyknic
↳ round → jovial, cheerful
↳ prone to Manic Depressive Psychosis

- Sheldon

(i) Ectomorphic
(ii) Mesomorphic
(iii) Endomorphic

⇒ He tried to relate body type with temprament type.

(i) Ectomorphic

- ↳ tall, lean, fragile
- ↳ cerebrotonic
- ↳ introverts, reserved
- ↳ artistic
- ↳ prone to schizophrenia

(ii) Mesomorphic

- ↳ muscular, medium height
- ↳ somatotonic
- ↳ adventure seeking
- ↳ prone to sanity

(iii) Endomorphic

- ↳ viscerotonic (g.well developed intestines)
- ↳ round body

*

James
- ↓ Tough Minded (Practical, Pragmatic)
- ↓ Tender Minded (Ethically driven) (Intellectual)

* Jung
- → Introvert
  - → reserved
  - → too much concerned about their body & ailments
  - → rule driven
  - → do not mix easily with people
- → Extrovert
  - → outgoing
  - → mix with people
  - → less concerned about body & its ailments

* Jung says that it is in genes. (socialization can only make temporary change)

* Introverts have high level of arousal.

- **Rosenman & Friedman**

↳ Type A
↳ Type B

Ⓐ → Heart Attack Prone
↳ Coronary Artery Disease

Ⓐ → hypercompetitive
→ incessant struggle to achieve more & more

Ⓑ → calm, relaxed
→ composed
→ easy going
→ Generally, they are successful

* **Sprانger**

↳ "Types of Men" (Book)

TEPRAS (value systems)

T → Theoretical
E → Economic
P → Political
R → Religious
A → Aesthetic
S → Social

Limitations of Type

(i) Oversimplified
(ii) Qualitative
(iii) Classify people in types → extremes
(most people fall in between)

Traits

Unlike type approach, traits are continuous dimensions on which individual diff. can be arranged quantitatively in the terms of the amount of characteristic possessed by the individual.

Trait approach is able to account successfully for the population that does not represent extremes as it is based on the idea that there are individual diff. in the degree of measured attribute with most people displaying an intermediate amount. Trait approach begins with common sense observation that individuals often differ greatly & consistently in their responses to same psychological situation which implies that when people are confronted with the same event, they may respond differently.

The response of a particular individual may however show consistency over a variety of stimulus situations. Trait therefore refers to consistent diff. in the beh. or charateristics of 2 or more individuals.

Guiford has defined trait as any distinguishable, relatively enduring way in which one person varies from another.

Basic principles of Trait Approach

(i) Trait is a hypothesized reason for individual differences.
eg. anxiety, intelligence

(ii) Individuals differ w.r.t their location on semi-permanent ~~semi~~ personality dispositions called as traits.

(iii) Traits are assumed to be the general underlying factors for consistency in beh.

(iv) Some traits are relatively superficial & specific whereas others are more basic and widely generalised.

(v) Interactive influence of trait & situation produces transient internal conditions called as state.

(vi) The predominant objective of trait approach is the identification of underlying broad dispositions.

(vii) People's tested or sampled beh. is viewed as a sign of their underlying traits.

(viii) To search for basic traits, a psychometric strategy is used which samples & compares a large group of subjects quantitatively under uniform conditions.

20-Feb-2019

Trait Approach – Allport → (i) Common Traits
↳ inter individual comparision
↳ people of a given culture can be compared on these traits

(ii) Personal dispositions
(Individual traits)
↳ unique to the individual
↳ intra individual comparision
↳ 3 types →

a) Secondary Traits
b) Central "
c) Cardinal "

a) Secondary Traits

↳ least pervasive (widespread)
↳ " generalised
↳ can easily be changed

b) Central Traits

↳ can be seen in carefully written letter of recommendation
↳ 5-6 traits that define individual's personality.
↳ sufficiently pervasive & generalised

c) Cardinal Traits

↳ generally one or two traits which defines individual's personality.

eg. MG Gandhi → Non violence & Truth

↳ Most people do not have them as they will lead to maladjustment

* Secondary traits can become cardinal trait & vice versa
eg. person who eats a lot becomes a glutton

* Allport was a humanist. He did not use factor analysis as he believed in the uniqueness of individual.

→ In cardinal trait → one trait defines you

Cattell

→ Trait is a mental structure inferred from behavior

→ Fundamental construct that account for beh. regularity

Factor Analysis

1) Source Traits

2) Surface Traits

* Source Traits ⟶ (i) Env. Mould traits (due to socialization, acquired)
(ii) Constitutional Traits (genetics, biological)

*On the basis of the way they are expressed (Source Trait)

(i) Ability traits → Performance based → ability to reach the goal

(ii) Dynamic " (also called motivation traits) → Energy for action takes towards goal

(iii) Temperament " → unique way or style to go towards the goal

- Source Traits
  - ↳ not visible
  - ↳ only through factor analysis
  - ↳ Basic blocks of personality
  - ↳ 16 Personality Factors

$$\boxed{R = f(S, P)}$$

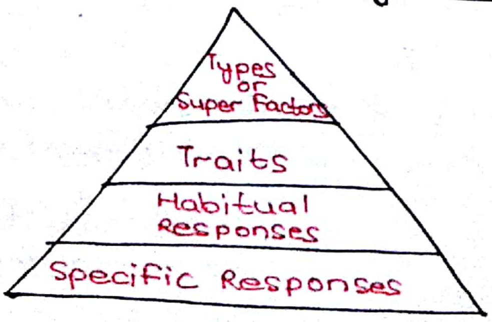
P:- person's personality
S:- situation
R:- Behavioral Response

* Eysenck → Dimensional Approach to Personality

↳ Extended the search for personality dimensions to the area of abnormality ⟶ study of abnormal behavior

- He has used the technique of factor analysis to study the behavior

- 4 levels of behavioral organisation



→ Type → cluster of traits together (eg. if laziness is trait & person is lazy in every activity)

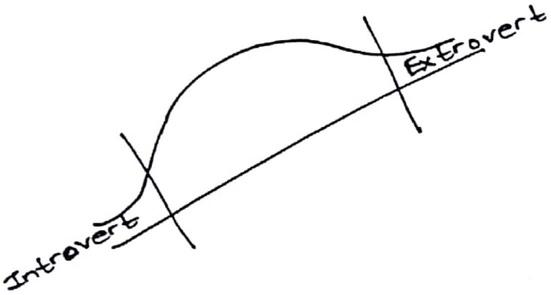
- Lower level combines to make higher level
- Trait → Habit across situations

3 types of dimensions

(i) Introversion vs Extraversion
(ii) Psychoticism vs Super ego function
(iii) Neuroticism vs Stability

Previously it was bimodel

But Eysenck's approach → He gave levels in between (concept of ambivert was given by him)



* Critical Evaluation of trait approach

+ves

(i) Quantitative
(ii) Empirical
(iii) Big heuristic Impact
(iv) Parsimonious → precise & accurate
(v) Facilated theory building in personality research

-ves

(i) List is not exhaustive → diff. people will list it differently
↳ failed to produce single unified description of human personality.

(ii) Work is very technical → Involves complex procedure of factor analysis
↓
difficult for lay person to comprehend

(iii) only Moderately successful in guiding the work of the practitioners or the effort of the psychotherapists

(iv) Compromises individual's uniqueness
↳ it provides composite picture of people in general that applies to no single individual in particular.

(v) Traits are consistent across situations but behaviors are variable.
(Person - situation Controversy)

Person → trait

If situation becomes powerful, person becomes secondary.

eg. a humorous person in a funeral

Big 5
↳ given by Goldberg

→ McCrae & Costa
↓
→ aka Five Factor Model (FFM)

O — Openness
C — Conscientiousness
E — Extraversion
A — Agreeableness
N — Neuroticism

- Big 5 → Lexical Analysis
- FFM → Multivariate trait tradition

* Finally an agreement was reached that there is only these 5 ~~model~~ traits.

→ Lexical Analysis → The studied adjectives of multiple languages eg. • neuroticism (anxiety) → nervousness, disgusting

• conscientousness → honesty, sincere
(duty bound)

* Multivariate trait analysis → factor analysis of huge amount of data.

* Facet & sub-facets → sub-factors
(no agreement on these)

* Both in personnel selection & therapy → the theory has been found to be useful

- extraversion → adjusts everywhere
- openness → receptivity to feedback, creativity
- Agreeableness → no conflicts
- conscientousness → duty boundedness
- neuroticism → anxiety

(for factor analysis)
⇒ They used personality inventories → it was assumed that the responses were honest

⇒ ~~Neo~~ NEOPI → only 3

Now revised version NEOPI (R) → all 5

(Personality Inventory)

NEO :- Neuroticism, Extraversion & Openness only → ~~but~~ initially
↓
revised version
all 5

Culture & Personality

- **Culture** :- Sum total of traditions, customs, values, beliefs, etc. shared & transmitted across generations.

- **Socialization** :- The process of transmission of culture across generations
  ↳ A process by which:
  (i) culture is transmitted from one gen. to next
  (ii) Individual develops his personality by learning the contents of his culture.

- Culture represented in individual's beh ⟶ personality
- No. of personalities in a given society ⟶ culture

→ Malinowski
→ Mead
→ Benedict

- **Malinowski** ⟶ studied Trobriand Islanders. He found out:
  a) There is no universal human nature based on instincts alone.
  b) Every culture develops unique solutions to the recurrent problems faced by it.

- **Mead**
  ↳ 'Sex & Temperament in 3 primitive societies'
  (i) Arapesh
  (ii) Mundugamor
  (iii) Tschambuli

→ All 3 tribes were from Sepik River Area
→ From racial stock
(very less genetic diff.)

- * **Arapesh** → Feminine → Husband & wife
  - → cordial & trust
  - → both involved in child rearing practices

- * **Mundugamor**
  - → Masculine
  - → H & W
    - → mistrust, hostility
    - → frequent fights
    - → little interest in child rearing

- * **Tschambuli**
  - → Reversal of sex roles
  - → Husbands
    - → retiring
    - → aesthetic
    - → tendency of gossiping
    - → weep over minor matters
  - → Females
    - → took all economic decisions
    - → they used to dominate
    - → energetic, bold, confident

⇒ This suggests culture has very imp. role to play.

& hence,
- Sex roles & temperament are decided by culture.

- * **Coming of age in Samoa**

→ coming of age → maturity

→ Adolescence is about storm & stress (Western World)

⇒ Samoan girls did not feel it as society did not restrict them from having sex.
  - ↳ Talk on sex was not restricted
  - ↳ Training on sex was given

⇒ Storm & stress was caused due to cultural stress

⇒ Later, Mead added that though biological factors are there but cultural repressions multiply the storm & stress → This study led to liberal attitude towards sex in USA

* Growing up in New Guinea

→ 'Manus' tribal group
  ↳ very enterprising

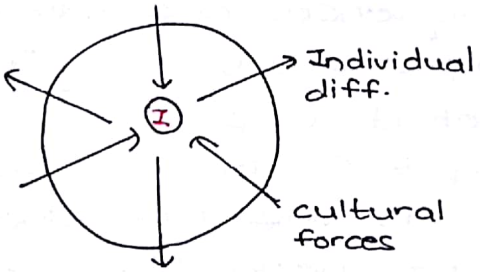
Mead found the effect of child rearing practices on this enterprising behavior.

- Manus → decision making of kids ~~were~~ was on their own
  ↳ more confident kids

⇒ This showed that Entreprenuerial attitude depends on child rearing practices.

* Benedict

- Patterns of Culture
  ↳ Each culture is patterned in a unique way
  ↳ Although individual members may differ in their behavior but the cultural system pushes them in direction of acquiring common behavior i.e. ideal type of personality.



I :- Ideal personality
(not necessary morally correct)

* Dentan

↳ 'Semai' tribe (Malaysia)
↳ Peace loving people
↳ never displayed aggression → no murder reported
↳ never killed the animal they raised for food

⇒ Malaysian Army was fighting separatists
  ↳ it inducted Semai tribe people → they started enjoying killing

After war, govt. gave them the option to go back to their culture

↳ after sometime, they again become peace loving.

∴ culture can induce & remove aggression.

Though biological factors influence aggression but to large extent it is a learned beh. → (i) reinf. in the society.
(ii) role models

Culture & Personality Studies in Indian Context

India is a melting pot of races & cultures. In such highly complex & dynamic culture, how far the concept of modal personality (national character) is relevant is a matter of some debate. In such situation, establishing a modal becomes difficult if not impossible task. However, inspite of the presence of diversity, there is a regularity with which certain values & behavior sequences are manifested in our culture. There exists in every society 'a learned cultural behavior' which develops through socialisation, social learning & collective experiences & leaves an indelible mark on the individual's attitudes, outlook & modes of behavior. In the light of our cultural diversity, we can say that a unified, all pervasive Indianness may not be generated or is clearly visible. However, due to the sharing of the cultural experiences on the national level, the likelihood of common behavioral characteristics & values which Nehru Ji called as 'Mark of India' cannot be ruled out. Indian people have frequently given surprisingly similar impressions and characterisations in their outlook towards life, dominant values, attitudes & dispositions.

*Narain found Hindu religion fosters in ~~its~~ people, characteristics of dependency, non materialism & other worldliness. He describes typical Indian personality as mild, passive, dependant & non-materialistic

*McClelland found that need for achievement is not encouraged by Hinduism which explicitly teaches that the concern for earthly achievements is a delusion.

*Koestler

'The Lotus & the Robot'

argues that Indian joint family & caste system have been responsible for ingraining reluctance to take decisions & evade responsibility. He considers the process of Indian character formation as 'deboning' producing only shapeless, spineless non individuals. Out of the womb of Indian joint family only 'Yes-Man' could emerge.

21-Feb-2019

Ramanujam - on the basis of his research concluded that there is an unarticulated bond bet. father & son & this bond persists even after the son grows older. Even in adults there is a nostalgic desire to seek approval & sanction of father at each & every step.

Spratt found that INC (Indian National character) is quite complex due to the heterogenous nature of society. He highlighted the typical features of Indian Personality as

(i) Narcissistic

(ii) Inner directed

(iii) Passive

Taylor found that the very nature of familial interaction develops an acute sence of dependence through extreme emphasis on parental authority & minimising opportunities for personal initiative & the inculcation of clear sense of subordination to the authority. Personal initiative is replaced by obedience & conformity and the security of individuals is associated with dependence on superiors. This ~~relationship~~ pattern typifies the relationship political leaders maintain with their followers. Loyalty & conformity are expected & not much emphasis is placed on competency, initiative & efficiency.

* JBP Sinha identified 5 values that Indians posses that make them different from western individuals:

(i) Ingroup Embeddedness
(ii) Harmony & Tolerance
(iii) Preference for duty in contrast to hedonism
(iv) " " personalized relationship
(v) Arrangement of people, objects, ideas & relationships in a hierarchy.

JBP Sinha found that Hindu identity is the product of 3 factors:

(i) Inner psychic structure conditioned by religio-philosophical thinking
(ii) Social, institutional & familial relationships
(iii) Contemporary Indian reality esp. poverty

The first was moulded by 'Samskaras' interacting with Hindu ideal of Moksha

The second was related to the dichotomy of other-own which evolved during childhood & shaped into caste & group loyalty.

- The third was related to the fear of limited resources which leads people to engage in power games.

Minturn & Hitchcock studied child rearing practices in India & found that +ve reinf. was sparingly used and punishment to control the child's beh. is commonly used method. There is excessive use of don'ts in guiding the beh. & the contents of mother's scolding rarely provided models of desired beh. Training in self-reliance was as negligible as training in responsibility. Mother reinforced dependency & rarely provided the child the opportunity to solve problems & this resulted in crystallization of 'dependency complex'

Sudhir Kakkar

Features of Indian society:

(i) Patriarchal & Patrilineal & Patrilocal → Male bias

Patrilocal :- females go to male's house after marriage

Patrilineal :- father's surname is taken up
(females take husband's surname)

(ii) Caste → Hierarchical mind
→ status consciousness
→ status ascribed & not achieved

(iii) Joint Family

↳ Everything centres around 'We', 'Ours' & 'Us' and not 'I', 'Me' & 'Mine'

↳ Individual's identity initiative & enterprise is compromis

↳ There will be collectivist & familial values

(iv) Huge Divide between text & context

↳ This leads to confused self

eg. Textual → Dharma
Artha
Kama
Moksha

Abandon 'Artha' & 'Kama' for Moksha
(after enjoying them for some time)

Context → As per Western culture Artha & Kama are primary

⇒ ~~The~~ Most people have material strivings (without accepting it unlike western culture)

(v) Arranged Marriage

All 5 factors lead to:

1) Husband wife relationship will be less intense due to:
   a) Joint Family
   b) Arranged Marriage

(esp. Female) → Neither erotic nor material needs are not met

Material needs as purse is in the hand of the patriarch

⇓

* Females will have identity crisis (male will have family identity)

- This identity crisis is met by the Birth of a child esp. Male child.

- **Male child** will receive over indulgence by the mother

↓

Neurotic Anxiety
in the child
(what if I get married
& separated from my
mother)

↓

prolonged infancy
& delayed and abrupt
separation

⇓

This leads to conflict
bet. Mother in Law
&
Daughter in Law

(This is even a reason as to why women have more hostility towards each other in Indian culture → desire for control)

- Acc. to Sudhir Kakkar, Oedipus Complex will never develop in Indians → Indian men will be psychologically impotent
  ↓
  They will not be able to take risky decisions

(as bond bet. mother-son will be more than mother & father)

⇒ Joint families could run because they functioned due to ~~on~~ the self effacement of women
↓
That is why joint families broke when women started asserting themselves

* Female Child

Mother daughter relationship is based more on empathy & compassion (unlike a son who is seen as a savior)

↳ it stems from the fact that mother had witnessed lot of challenges post marriage & she made multiple adjustments
↓
She tries to prepare the daughter & she tries to give daughter max. comforting experiences before marriage
⇓
Many of them are able to make successful adjustments post marriage
⇓
This increases self esteem of the girl & is very gratifying for the mother.

* Sudhir Kakkar believes that Indian Women have a huge conflict in their unconscious (It is male who is responsible for their problems & it is a male child they long for)
⇓
Psychological Problems in Indian Females (More chances of Psy. problems in Indian women)

* He attributes this as a reason for 'Lathmar Holi' in Mathura.

1) Authoritarian CRP
2) Extended Kinship (very less responsibility assumption)
3) Masculine Society (preference for show off)
4) Non performance contingent reward system
5) Collectivism & Familism
6) Caste System

⇓

Features of Indian Self

1) Interdependent
2) Familial
3) Low Achievement Motivation
4) High Power & Affiliation Need
5) Antithetical & Mutually contradictory traits
6) Low Extension Need (sacrifice self for common good)
7) High dependency motivation
8) Ego boundaries are diffused

* India is a nation within nations as primordial identity is more imp. than national identity.

* Dependency motivation is a reason for 'Hero Worship'

Increase in divorce ⟶ (i) Women becoming economically independent
(ii) " " emotionally "
(iii) +ve self esteem in women
(iv) They have their own identity (women)
(v) Commodification
(vi) Toleration level of society reducing in general.
(vii) –ve image of divorce reducing

Indian Self – Indian view of Personality Development

The Indian traditional thought emphasises the deterministic role of heridity or nature & undermines the influence of env. or nurture in the pers. dev. of the child. It is believed that the Karmic balance from the previous life gives the child certain predispositions that determine his beh. The basic nature of the child bears the long biological stamp. Acc to the Indian traditional view, the critical period for the psychological dev. of the individual commences from the 3rd month of pregnancy. The latent mind of the foetus becomes activated of conscious (chetan) during this period. Indian tradition prescribes specific 'samskaras' to be performed at diff. points of the child's dev. which aim to break initial mother-infant symbiosis & gradually integrate the child into the society. Six samskaras are performed. The first in 'Namakarna' & the last one is 'Upnayan' sanskar (sacred thread ceremony). It symbolised that childhood has come to an end & the aim was to introduce the child to wider community dependence.

In Hindu view, the new born infant comes equipped with 3 qualities or 'gunas'. The first is 'sattva' (clarity or light), second is 'rajas' (passions & desires) & third is 'tamas' (dullness & darkness). It is assumed that there is an innate tendency in the individual to develop towards clarity & light. The cultural notion of 'samskaras' fosters the belief that if was the child is nurtured to its fullest, the potentialities will unfold gradually. The child at birth is regarded as uncontaminated by the worldly impurities.

Efforts have been made to investigate salient characteristics of Indian personality in relation to

(i) cultural heritage (Hindu Philosophical system)
(ii) Socialization practices (familial experiences & institution demands)

R C Tripathi found that the model of man which one finds in Indian tradition is a man whose values on the surface appear to be mutually contradictory. He is revengeful & yet forgiving. He protects his family's honour & yet does not mind killing his own kith & kin if called upon by Dharma. He is called upon to engage in karma but he does not seek the fruits of it.

However, these apparently contradictory values & attitudes are integrated by an Indian in one scheme on the basis of some higher moral principle. An Indian is therefore not surprised by the coexistence of things which are mutually contradictory either in his mind or reality. His morality is contextual and not absolute.

Roland found that in Indian Psyche there is constant effective reciprocity, strong mutual caring where emotional connectedness is always central, a constant flow of effect between persons & any feeling disruptive to the relationship is inhibited. Ego boundaries are more open to others & there is little psychological space around itself.

JBP sinha observed that Hindu experienced self is more structured around 'We', 'ours' & 'us' than around 'I', 'Me' & 'Mine'. There is a preference to belong to collectivity & undermine initiative & individualism. Inspite of collective orientation & a strong tendency to submerge, individual in a group, it is paradoxical that in day to day functioning, an average Indian is found to be very selfish, egoistic & lacks consideration for others.

22-Feb-2019

Measurement of Personality

(i) Self Report Inventories (Trait) & Types)
(ii) Projective Tests (Psychoanalytical)
(iii) Rating scales (Trait approach)
(iv) Behavioral Assessments → observation Method
(Behavioristic Approach) ↳ situational Tests

(i), (iii) & (iv) → Direct Method
(ii) → Indirect

Most popular → Self Report Inventories

(i) (iii) & (iv) → Quantitative
(ii) → Qualitative

* Rating scale → Rater rates the items/objects acc. to trait
defined by the scale.
eg. Likert Scale → summated Rating
Thurstone Scale → Equal Appearing interval

(i) Statement (Stem)
(ii) Response options

eg. Mr John teaches:
a) very fast speed
b) moderate "
c) slow "
(3 point rating scale)

* When a person rates himselp → Self Report Inventories
eg. MMPI, EPI

- NEOPIR is also rating scale based upon Big 5

+ves
(i) objectivity
(ii) scoring is easy } High R & V
(iii) Questions are comprehensible

Limitations

(i) Response of subject is final → faking & deception
(ii) Response bias
(Social Desirability factor is the most imp. response bias)
(iii) Semantic Barriers

* Projective Test

↳ Unconscious based
↳ unstructured
↳ Less empirical evidence
} Differences from Self Report Inventories

⇒ write a story seeing a picture, complete a sentence, etc.
(i) involves the use of ambiguous stimulus
(ii) based on freudian technique of projection
(iii) chances of response bias are very few
(iv) Disguised & unstructured

• Bias that can come in projective Test → Deviation ~~[illegible]~~ Set
eg. ~~Rorsock~~ Rorschach Test

-ves
(i) scoring (interpretation)
(ii) Expert centric

+ves
(i) More interesting
(ii) Wholistic picture

* Behavioral Assessment

- Observation Method → Done by Melanowski
- Situational Tests

↳ put a person in a situation eg. give some funds to an employee & ask them to spend them whichever way he likes.

* Challanges in Personality Measurement

(i) Response specificity
eg. extrovert ~~at~~ at home & introvert at office

(ii) Response bias
(iii) cut off
(iv) Invasion of privacy
(v) Indirectness
(vi) Definition of Personality
(vii) Blackmailing
(viii) Lack of absolute zero

Personality Development → Abnormal – normal (Psychotherapy)
Personality Development → Normal – Better adjusted
(Resocialization)

abnormal → when your personality profile hampers your psychological growth & ~~in~~ your actions are injurious to yourself & the society and marked deviation from the average. →

a) Intensity of symptoms
b) Duration of the symptoms

- Resocialization

(i) Assertion Training
(ii) Response shaping
(iii) Meditation
(iv) Extinction
(v) Punishment
(vi) Communication Training
(vii) RET, SIT
(viii) +ve self talk
(ix) +ve imagery
(x) Achievement Motivation Training
(xi) Goal setting Training

To achieve

1) Emotional stability
2) Arousal Management
3) Comm. effectiveness
4) Motivation level
5) Unrealistic expectancies → realistically set